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EDUCATIONAL RESOURCES INFORMATION CENTER

November 1970

Volume 5 Number 11



ERIC

research

in

education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports and current research projects in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document and Project Sections by ED or EP numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance; the EP prefix identifies current Office of Education research projects.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author or investigator
Institution
Accession numbers

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Volume 5 Number 11 November 1970

Research in Education

ED 040 304-041 177 / EP 012 265-012 353

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports and projects. It consists of a coordinating staff in Washington, D.C. and 20 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

ED 013 371

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.

Spons Agency—USOE Bur of Research

Report No.—NDEA-VIIB-449

Pub Date—15 Apr 66

Contract—OEC-4-16-023

Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.

Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)

EDRS Price—MF-\$0.75 HC-\$5.24

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli. Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; LISP 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

* * * *

(AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Informative Abstract.

Abstractor's initials.

The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number. Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

AA — Leasco Systems and Research
AC — Adult Education
AL — Linguistics
CG — Counseling and Personnel Services
EA — Educational Administration
EC — Exceptional Children
EF — Educational Facilities
EM — Educational Media and Technology
FL — Foreign Languages, Teaching of
HE — Higher Education
JC — Junior Colleges

LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science and Mathematics Education
SO — Social Science Education
SP — Teacher Education
TE — Teaching of English
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

ED 040 304 AA 000 578
Cunningham, John D. Butts, David P.

Science Education Information Reports, Research Review Series - Science Paper 5. A Summary of Research in Science Education for the Years 1963-64, Elementary School Level.

Ohio State Univ., Columbus. ERIC Information Analysis Center for Science Education.

Pub Date Jan 70

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Curriculum, *Elementary School Science, Evaluation, *Instruction, *Research Reviews (Publications), *Science Education, Teacher Characteristics, Teacher Education

This is one of several papers issued in cooperation with the National Association for Research in Science Teaching to analyze and synthesize research related to the teaching and learning of science completed over a two-year period. The majority of studies reviewed are unpublished doctoral dissertations. The research reviewed is grouped according to the standard categories used by the ERIC Science and Mathematics Education Information Analysis Center: Instructional Procedures, Teacher Education, Equipment and Materials, Curriculum, Achievement, Teacher Resource Materials, Science and Society, Evaluation and Educational Objectives, and Teacher and Student Characteristics. The research reviewed made it clear that few research workers were carrying on continuous, basic research programs. (BR)

ED 040 305 AA 000 579

Gordon, Edmund W.

Significant Trends in the Education of the Disadvantaged. ERIC-IRCD Urban Disadvantaged Series, Number 17.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 70

Contract—OEC-0-9-420088-2327(010)

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Academic Achievement, Changing Attitudes, *Compensatory Education, Economic Factors, *Educational Disadvantage, Educational Opportunities, Environmental Influences, *Equal Education, Grouping Procedures, Health Needs, *Intellectual Development, Intelligence Factors, Intervention, Performance Factors, Program Evaluation, Race Relations, Racial Segregation, School Organization, School Personnel, Teacher Attitudes

This paper reviews the wide variety of approaches and issues in research relating to the education of the disadvantaged in the decade of the sixties. Relevant works are designated in two categories: (1) the study of population characteristics and, (2) the description and evaluation of programs and practices. Studies within the former area are further categorized as investigations of performance and of life conditions. In the area of programs and practices, the focus of newer research is considered as emphasizing the role of the educational experience in producing the observed dysfunctions in performance. Research in the area of population characteristics is held to be rather well-designed and detailed. In contrast, the description and evaluation of educational programs and practices for the disadvantaged are considered generally superficial. A bibliography relating to works reviewed in the paper is appended. (RJ)

ED 040 306 AA 000 580

A Research Design for Library Cooperative Planning and Action in the Washington, D.C. Metropolitan Area.

Booz Allen and Hamilton, Inc., Washington, D.C. Spons Agency—ERIC Clearinghouse on Library and Information Sciences, Minneapolis, Minn.; Federal Library Committee, Washington, D.C.

Pub Date Aug 70

Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—*Information Services, *Library Cooperation, *Library Planning, *Library Research, *Library Services, Metropolitan Areas

Identifiers—*Washington D C

The development of interlibrary cooperation in the National Capitol Area is not a simple task. The multiple, complex relations of governments on varying levels and the existence and independent sponsorship of important private association, industrial, academic and other libraries impose severe problems for any cooperative movement. A far-reaching investigation and a study in-depth of all the factors affecting interlibrary cooperation are essential as a first step in any cooperative program. Thus, this study was undertaken to: (1) assess needs for cooperative planning and action among the various types of libraries (public, Federal, university, school and special) in the metropolitan area and (2) prepare a design for subsequent research and demonstration in the areas of need. The objective was to design needed studies not evaluate programs. Over 50 in-depth interviews with people knowledgeable in the field were conducted to assess needs and assign priorities to those needs. Chapter 1

establishes the background of the study. Chapter II summarizes the individual areas recommended for subsequent research in interlibrary cooperation and action. The interrelationships of the component research programs are analyzed and requirements for manpower, finances and phasing of research effort recommended. Chapter III serves as a guide for implementing the recommended research design in library cooperation. (NH)

ED 040 307 AA 000 581

Richards, James M., Jr.

Assessing Student Performance in College.

ERIC Clearinghouse on Higher Education,

Washington, D.C.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Report No—R-2

Pub Date May 70

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Achievement, *Evaluation Methods, *Higher Education, *Measurement Techniques, Performance, *Research, *Tests

Identifiers—*Criterion Referenced Tests

This report discusses major areas of research dealing with the evaluation of college student performance. Three types of measurement which have been systematically examined are: examinations for which academic credit is awarded, criterion-referenced tests, and assessment of extracurricular achievement. The report is divided into an "Overview," which presents the main conclusions and implications for practices in assessment, and a "Technical Review," which contains a more detailed summary of the research. References follow the text. (JS)

ED 040 308 AA 000 582

Shulman, Carol

Compendium Series of Current Research, Programs and Proposals. Number 1: Governance.

ERIC Clearinghouse on Higher Education,

Washington, D.C.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date May 70

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Governance, *Higher Education, *Institutional Research, *Research, *Research Reviews (Publications)

This compendium lists and describes 61 ongoing or recently completed studies and programs dealing with college and university governance. Items are listed alphabetically by title and include beginning and expected dates of completion,

6 Document Resumes

principal investigator, source of availability and source of funding. An introductory essay discusses trends in governance research and identifies major topics under investigation: (1) student participation; (2) faculty role; (3) trustee responsibility; (4) institutional goals and planning; and (5) administration problems. Indexes of authors, institutions, and sponsoring agencies are included. (CS)

ED 040 309 AA 000 583

Robinson, Lora H.
Improving College Teaching through Faculty Selection and Evaluation: A Review.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 70

Note—4p.; Currents '70; n2 1970

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*College Teachers, *Faculty Evaluation, *Faculty Recruitment, *Higher Education, *Teaching Quality

This issue of CURRENTS focuses on the selection and evaluation/retention of college faculty as 2 means of improving college teaching. The review of selected literature on hiring and evaluation practices includes summaries of successful and proposed criteria for measuring faculty performance and barriers to their use. Twenty-two sources document the review. (JS)

ED 040 310 24 AA 000 584

Hodgkinson, Anthony W.
An Investigation into the Practice of Screen Education. (The Introduction of Films and Television into Education as an Essential Area of Study). Phase I, Summary.

North Reading Public Schools, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1535

Pub Date Jan 70

Grant—OEG-1-7-061535-5245

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—*Film Study, *High School Curriculum, *High School Students, *Media Research, *Media Technology, *Program Evaluation, *Self Actualization

Identifiers—North Reading Screen Education Project

Presented is an abridgement of the Final Report on Phase I of the North Reading Screen Education Project, including chapters concerning the following: purpose, scope and procedure of the project; description and evaluations of courses, 1967-68 and 1968-69; evaluation of the students; principal investigator's commentary and assessment. Within this report broader and more general implications exist concerning the relationships of technology, society and education. The Project's experiences in North Reading indicate how the educational process must be responsive to the changing patterns of experience. The important role the students played in these changes and how the impact of the new media provided a change and process-conscious set of experiences for the student made possible a clearer and more thoroughly understood relationship of self to the environment. In order to respond to the changes that will occur as a result of the impact of the new media, an increased level of investigation is suggested. A related document is ED 036 205. (Author/LS)

ED 040 311 AA 000 585

Burchinal, Lee G.
Training of Users: Nonconventional Tools—Education and Behavioral Sciences.

National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date Sep 70

Note—13p.; Paper presented at the 35th International Congress on Documentation, Buenos Aires, Argentina, Sept. 1970

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Behavioral Sciences, Documentation, *Educational Technology, *Information Dissemination, *Information Science, Information Systems, Reference Materials, *Use Studies

In developing a nationwide education information system, the U. S. Office of Education faced two problems common to many countries: (1) How to develop a system for education, a field

with little experience in modern information systems; and (2) How to acquaint educators with the system and train them in using its services. This paper reports results of experiences of the U. S. Office of Education in attempting to resolve both problems. Included are references to related documents, Appendices listing the ERIC clearinghouses and data on the growth and development of ERIC products and services. (Author/LS)

ED 040 312 AC 002 470

McIntyre, William James
An Evaluation of the Relative Effectiveness of Extension Work under Two Different Systems of Personnel Assignment in Selected Indiana Counties.

Florida State Univ., Tallahassee.

Pub Date Dec 69

Note—186p.; Ph.D. Thesis

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106

(Order No. 69-16386, MF \$3.10, Xerography \$10.80)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, *County Programs, Doctoral Theses, Extension Agents, Investigations, *Personnel Policy, *Program Effectiveness, *Regional Programs, *Rural Extension, Sampling, Specialists, Statistical Data, Task Performance

Identifiers—*Cooperative Extension Service, Indiana

The primary purpose of this study was to determine the relative effectiveness of extension work as carried out under two different systems of county assignment—the individual county system and the multicounty system. The system of personnel assignment was the independent variable; agent job performance was the intervening variable; and program effectiveness was the dependent variable. Program effectiveness was measured with a mailed questionnaire to a two percent random sample of clientele and a two percent selected sample of known cooperators in 18 southern Indiana counties. Agent job performance data were collected by a self-reporting work sampling report. The hypothesis of no significant difference between program effectiveness in multicounty, as compared to individual county, systems was not rejected for the random sample of clientele, but was rejected for the selected sample of clientele on three of the four variables. The hypothesis of no significant difference between area agents' job performance in multicounty systems served by area agents as compared to county agents' job performance in individual county systems not served by area agents, was partially rejected. (Author/LY)

ED 040 313 24 AC 005 415

Blakely, Robert J. Lappin, Ivan M.
New Institutional Arrangements and Organizational Patterns for Continuing Education: Appendix. Final Report.

Syracuse Univ., N.Y.

Bureau No—BR-6-2884

Pub Date 69

Grant—OEG-0-8-062884-3740

Note—185p.

EDRS Price MF-\$0.75 HC-\$9.35

Descriptors—*Adult Education, Business, *Community Surveys, Educational Needs, Higher Education, Industry, *Institutions, Job Training, Labor Unions, Libraries, Mass Media, Professional Associations, *Program Planning, Religious Cultural Groups, Urban Areas, Vocational Education

Identifiers—*New York State

This report is based on a study of new institutional arrangements and organizational patterns for continuing education in the United States during 1969. Two related parts give findings of questionnaire surveys and interviews in ten middle-sized New York State urban areas, and findings of a national study based on interviews, visits, and current literature. The national study indicates a general trend in American society toward applying knowledge to solve social problems and in social action. Specific movements in the use of continuing education by noneducational institutions are reported, along with its progress to a more central role in educational institutions. Developments in national continuing education associations are sketched, including both obstacles to cooperation and trends toward common interests. An approach to com-

mon ground is suggested. Ten steps to improve the field of continuing education are recommended. It is concluded that continuing education needs a strategy for making a cumulative impact. Appendices describe local survey methods and details of the results. (The main part of this document is available as "Knowledge is Power to Control Power" for \$2.50, from the Syracuse University Press, Box 8, University Station, Syracuse, New York 13210.) (Author/LY)

ED 040 314 24 AC 006 126

Martin, Anita L.
Public School Adult Education in Massachusetts. Final Report.

Adult Education Association in Massachusetts, Inc., Boston.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-A-033

Pub Date Feb 70

Grant—OEG-1-8-08A033-0035-057

Note—151p.

EDRS Price MF-\$0.75 HC-\$7.65

Descriptors—Administrative Personnel, *Curriculum, Educational Opportunities, *Enrollment, Facilities, Financial Policy, Needs, Participant Characteristics, *Program Evaluation, Publicize, *Public School Adult Education, Questionnaires, Recruitment, Statistical Data, Teachers, Units of Study (Subject Fields)

Identifiers—*Massachusetts

This survey concentrated on evaluating the present structure of public school adult education (PSAE) in Massachusetts, adult access to education throughout the state, characteristics of local programs, and possible future directions. Analyses were made of the history, objectives, and policies of 100 local programs, followed by student body, curriculum, administrative and other personnel, recruitment, publicity, other adult education sponsors, financial support and budgeting, problems, and evaluation and planning. Major findings included enrollment of barely 1% of all undereducated adults, limited and nonsequential curriculums, leadership needs, and educational involvement of under 1/7 of the total adult population. Adult education needs were not being met at any level, and access tended to be limited to those with more money, time, transportation, and education. It was suggested that, for \$1,200,000 a year, a comprehensive system could be developed to coordinate existing state programs, restore and expand university extension (cut out in 1965), develop resource centers and teacher/administrator training programs, and aid curriculum development and research. (Included are 52 tables and charts, 114 references, definitions used in the study, and the questionnaire.) (Author/LY)

ED 040 315 AC 006 682

A Comprehensive Evaluation of the Community Action Program in Austin and Travis County, Texas. Final Report.

Tracor Inc., Austin, Tex.

Pub Date Dec 69

Note—767p.; 4 Volumes

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (PB-188-328 through PB-188-331, each priced at MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, Ancillary Services, Child Care, *Community Action, Demography, Ethnic Groups, Job Placement, Manpower Development, Older Adults, *Poverty Programs, *Program Evaluation, Social Services, Statistical Data, Unemployment, *Urban Areas, Welfare Recipients

Identifiers—*Austin (Texas)

Produced in four parts, this report covers a study of poor people in Austin, Texas, begun in 1967. Initial research efforts defined the problem and identified the population to be studied. An interim report was then made on the first year's findings. This involved evaluating some of the community action programs (CAP) and identifying and analyzing the poverty syndrome in Austin. A change in the focus of study was then made; more emphasis was to be put on evaluating CAP effectiveness. Consideration was given to such aspects as organizational development; integration of CAP into the Austin Welfare network; provisions for maximum feasible neighborhood participation; communication among members of the Human Opportunities Corporation;

legal aid, day care, and other non CAP poverty programs; information and referral systems; personal and family characteristics of the poor; the Foster Grandparents program; unemployment and underemployment; CAP impact on clients' incomes; and an economic profile of the Travis County, Texas, metropolitan area. (Included are an appendix and 272 tables and figures.) (Author/LY)

ED 040 316

AC 006 753

Gollin, Albert E.

Education for National Development; Effects of U.S. Technical Training Programs.

Pub Date 69

Note—324p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, NY 10003

Document Not Available from EDRS.

Descriptors—Bibliographies, *Developing Nations, *Economic Development, *Foreign Nationals, *Foreign Students, Participant Characteristics, Placement, Program Evaluation, Program Planning, Research, Statistical Data, *Study Abroad, Surveys, *Technical Assistance, Training

The book is devoted to a detailed examination of the character, evaluation and selected consequences of a U.S. technical assistance program called "participant training." This program seeks, through education and training of foreign nationals, to develop the needed human resources for economic progress and modernization of traditional social systems. More than 100,000 people from underdeveloped nations have taken part in this program, receiving training in the United States or other countries. Undertaken on a cooperative binational basis, participants (who make the core of the study) were surveyed in more than thirty developing countries. The same interview tools were designed and used in each country to ensure maximum comparability of findings. The results indicated that the greater the U.S. Overseas Mission support for returned participants through personal contacts and assistance, the greater the use they will make of the skills and techniques they have acquired. Extensive bibliography has been included. (Author/PT)

ED 040 317

AC 006 781

Shearon, Ronald Wilson

Staff Leadership in the North Carolina Agricultural Extension Service.

North Carolina Univ., Raleigh, N.C. State Univ. Dept. of Adult Education.

Pub Date 69

Note—192p.; Ed.D. Thesis

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-9168, MF \$3.00, Xerography \$9.25)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Administrative Personnel, College Majors, Doctoral Theses, *Extension Agents, *Interpersonal Relationship, Job Tenure, *Leadership, Morale, Performance, Role Perception, *Rural Extension, Sex Differences, Surveys, Units of Study (Subject Fields)

Identifiers—*Cooperative Extension Service, North Carolina

The purpose of this North Carolina study was to examine selected leadership correlates of variation in Cooperative Extension Chairmen's (CEC) conformity to an administrative professional leadership (APL) concept of their role. Two research instruments were developed—Survey I, used for collecting data from agents (419) and Survey II, for data from chairmen (79). The basic data reduction technique used was the principal components method of factor analysis. The findings suggested that the social and working relationships between chairmen and agents were an important source of variation in APL. The chairmen scoring highest in administrative leadership were also those who gave agents a high degree of managerial support. Neither possession of undergraduate majors nor the number of courses taken in administration and education was significantly related to APL. Of the formal educational experiences of chairmen examined, courses in sociology were the only ones significantly related to APL. (Author/NL)

ED 040 318

AC 006 844

Sloos, Isaac J.

Public Supervision of Correspondence Courses: The Harmonization of Legislation.

Council of Europe, Strasbourg (France). Council for Cultural Cooperation.

Pub Date 69

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Certification, *Correspondence Schools, Course Content, *Educational Legislation, Inspection, International Organizations, *Proprietary Schools, Publicize, Sales Workers, *Standards, Student Costs, *Supervision, Teacher Qualifications, Testing

Identifiers—*Europe

A beginning has been made in Europe to put private correspondence schools under state supervision of standards; Belgium, Denmark, The Netherlands, and Norway have passed legislation to provide for state inspection of teacher qualification, course content, publicity, travelling salesmen, examinations, and costs to students. In some other countries there are inadequate private regulatory bodies (United Kingdom) or incomplete government supervision (Italy). Malpractices continue to flourish and in some countries (Italy, Austria, and Switzerland) it is easy for unregulated foreign schools to operate. In France there is no regulation and the need is felt badly. The Federal Republic of Germany is in the process of setting up a central authority for supervision. Although in Sweden there is no supervision, standards are high. In Turkey, correspondence education is virtually a state monopoly; although, as yet, on a limited scale, it seems excellently organized. The harmonization of regulations governing correspondence education within the member states of the Council of Europe would improve each individual regulatory organization and protect them from infiltration from across borders by undesirable elements. (EB)

ED 040 319

AC 006 886

Singer, Edwin J. Ramsden, John

The Practical Approach to Skills Analysis.

Pub Date 69

Note—170p.

Available from—McGraw Hill Publishing Co., 330 W. 42nd St., New York, N.Y. 10036

Document Not Available from EDRS.

Descriptors—Administrative Organization, Administrative Personnel, *Case Studies, Educational Needs, Evaluation, Expenditures, *Industrial Training, *Job Analysis, *Job Skills, Organization Size (Groups), *Program Planning, Supervisors, Trainers

This book discusses the use of skills analysis in the overall preparation of training programs, the setting up and staffing of an effective training function, and the part which management must play in ensuring that the training is given successfully. It shows line managers and top management how a properly organized training program reduces the operating costs and increases the profits of the company. The use of short, sharp case studies throughout the book helps to relate theory to industrial experience, and to show how this training approach can be easily applied to a wide variety of jobs throughout the whole range of industry and commerce. (Author/PT)

ED 040 320

AC 006 894

Mandell, Wallace And Others

Disadvantaged Youth Approaching the World of Work: A Study of NYC Enrollees in New York City.

Wakoff Research Center, Staten Island, N.Y.

Pub Date Nov 69

Note—234p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (PB-189-015, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Attitudes, Behavior, Caucasians, *Disadvantaged Youth, Employer Attitudes, *Employment Problems, Employment Qualifications, Federal Programs, Interviews, Investigations, Job Training, Negroes, *Prevocational Education, Program Evaluation, Puerto Ricans, *Urban Areas

Identifiers—*Neighborhood Youth Corps

The central question of this research pertained to the degree to which Neighborhood Youth

Corps (NYC) enrollees, NYC personnel, and potential employers shared a common frame of reference, and held similar views regarding the transactions involved in entering the world of work. This was studied by an examination of the work related perceptions of NYC enrollees, their work experience supervisors, and employers. The negotiating process itself during employment interviews was studied. Data on this bargaining session were gathered to include five major components. Results of the study presented a picture of youth frightened by the prospects of entering the world of work. They viewed the world of work as extremely demanding, and saw themselves as essentially unprepared for these demands. Employers and supervisors took the position that, although young people are unprepared, little preparation is needed. The NYC enrollees believed preparation is needed. (Authors/LY)

ED 040 321

AC 006 923

Bhola, H. S.

Literacy Teachers of Adults. (An Evaluation Report on Training and Performance of Voluntary Literacy Teachers in Functional Literacy Project in Tanzania).

Pub Date Feb 70

Note—108p.

EDRS Price MF-\$0.50 HC-\$5.50

Descriptors—*Adult Farmer Education, Agricultural Production, Arithmetic, *Demonstrations (Educational), Developing Nations, Leadership, *Literacy Education, Local Issues, Participation, Performance, *Pilot Projects, Reading, *Teacher Education, Teaching Skills, Volunteers, Writing

Identifiers—*Tanzania, United Nations Educational Scientific Cultural Org

The project was aimed at developing literacy teachers for the first phase of a literacy program sponsored by UNESCO in Tanzania. Some 204 volunteer literacy teachers were trained to teach in four pilot areas: Busega, Nansimo, Negezi, and Ilangiro. The focus of the project was to give cash crop farmers basic skills in reading, writing, and arithmetic, and experience in using these skills to solve their economic, social and cultural problems and to increase their participation in local, regional and national life. The period (May to October, 1969) was devoted to literacy classes; November, 1969 to April, 1970 (the period farmers were too busy) was used for agricultural demonstrations. Emphasis was placed on training and the role of teachers as leaders and professional workers. Some of the conclusions reached are: the program as developed was inadequate; there should be no pressure to open a certain number of classes in certain number of places; Grade VII leavers would play a prominent part as literacy teachers; adequate measurement techniques of teacher performance should be developed; and the teacher's newsletter (Kufundisha Watu Wazima) should be continued. (Author/PT)

ED 040 322

AC 006 934

Marshall, F. Ray Briggs, Vernon M., Jr.

Equal Apprenticeship Opportunities: The Nature of the Issue and the New York Experience.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations; National Manpower Policy Task Force, Washington, D.C.

Pub Date Nov 68

Note—63p.

Available from—Publications Office, Institute of Labor and Industrial Relations, P.O. Box 1567, Ann Arbor, Michigan 48106 (\$1.25)

Document Not Available from EDRS.

Descriptors—*Apprenticeships, Discriminatory Attitudes (Social), Employer Attitudes, *Employment, Government Role, Labor Unions, *Minority Groups, Motivation, Negroes, *Negro Youth, *On the Job Training, Organizations (Groups), Racial Segregation, Recruitment, Success Factors, Youth

Identifiers—*New York City, Workers Defense League

The main issues in this study are the paucity of black apprentices and the transferability of success achieved in New York by the Workers Defense League (WDL) to other places. The paper: (1) outlines the general nature of apprenticeship in the United States; (2) discusses the reason for the low participation of the blacks in these programs in the past; (3) analyzes in detail the New York experience; and (4) offers some conclusions concerning a model permanent

8 Document Resumes

program to get more blacks into apprenticeship programs. Lack of preparation, qualifications, and awareness of the program, discrimination, and segregation were among the leading factors of paucity of black apprentices. The analysis of the New York experience emphasized that the fundamental solutions to black employment patterns will require policies which cause basic changes in those attitudes and procedures which have caused minority groups to be barred from many employment opportunities. A conclusion was also reached that it was possible to transfer the WDL experience to other places. (PT)

ED 040 323 AC 006 945
High School Equivalency: English Language. Part II: Curriculum Resource Handbook.

New York State Education Dept., Albany. Bureau of Special Continuing Education
Pub Date 70

Note—91p.

Available from—Publications Distribution Unit, State Education Bldg., Albany, N.Y. 12224 (free to school personnel when ordered through school administrator)

EDRS Price MF-\$0.90 HC-\$4.65

Descriptors—Adult Education Programs, Adult Students, *Concept Formation, *Curriculum Guides, Equivalency Tests, Grammar, *High School Curriculum, *Instructional Materials, *Language Instruction, Literature, Resource Guides, Teaching Techniques

Identifiers—General Education Development Tests

This English language curriculum resource handbook provides background information and techniques of instruction designed for instructors helping students to prepare themselves for the General Educational Development Tests in general language and literary abilities. It consists largely of fundamental concepts which high school graduates are expected to retain, together with some techniques which may be of use in developing these concepts. Included are: 99 sample test questions; an annotated list of instructional materials (textbooks, workbooks, and review books); and the addresses of the publishers. (Author/NL)

ED 040 324 AC 006 946
High School Equivalency: Science. Part II: Curriculum Resource Handbook.

New York State Education Dept., Albany. Bureau of Special Continuing Education
Pub Date 70

Note—82p.

Available from—The State Education Department, Bureau of Continuing Education Curriculum Development, Albany, N.Y. (free to school personnel when ordered through school administrator)

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—Adult Students, *Concept Formation, *Curriculum Guides, Equivalency Tests, *High School Curriculum, *Instructional Materials, *Sciences, Teaching Techniques

Identifiers—General Educational Development Tests

This science curriculum resource handbook provides background information and techniques of instruction designed for instructors helping students to prepare themselves for the General Educational Development Test in general science ability. It consists largely of fundamental concepts which high school graduates are expected to retain, together with some techniques which may be of use in developing these concepts. There is a section on reading skills in science. (Author/EB)

ED 040 325 AC 006 947
High School Equivalency: Mathematics. Part II: Curriculum Resource Handbook.

New York State Education Dept., Albany. Bureau of Special Continuing Education
Pub Date 70

Note—82p.

Available from—The State Education Department, Bureau of Continuing Education Curriculum Development, Albany, N.Y. (free to school personnel when ordered through school administrator)

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—Adult Students, *Concept Formation, *Curriculum Guides, Equivalency Tests, *High School Curriculum, *Instructional Materials, *Mathematics, Problem Solving, Teaching Techniques

Identifiers—General Educational Development Tests

This mathematics curriculum resource handbook provides background information and techniques of instruction designed for instructors helping students to prepare themselves for the General Educational Development Tests. It consists largely of fundamental concepts which high school graduates are expected to retain, together with some techniques which may be of use in developing these concepts. Two specific although not "new," approaches to the presentation of mathematics characterize this program. The first is the importance placed on the language of mathematics as a unifying concept. The second approach is the use of manipulative devices. Wherever possible, it is desirable to use paper constructions, models, and movable figures as teaching methods. Emphasis is placed on the general area of problem solving. An annotated list of instructional materials (textbooks, workbooks, and review books) and the addresses of the publishers are included. (Author/NL)

ED 040 326 AC 006 956
Community Action Training: A Handbook for Trainers.

New Jersey Community Action Training Inst., Trenton.

Pub Date 68

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Activity Learning, *Educational Needs, Educational Objectives, Group Instruction, Human Resources, Interviews, Program Evaluation, Program Planning, Scheduling, *Subprofessionals, *Training, *Welfare Agencies, Welfare Recipients

The basic approach of this manual for trainers of welfare aides is the use of the trainee's experience and the conscious analysis of it. It encourages people to look at their job performance within the framework of experiencing, identifying, analyzing, and generalizing. Hints are given as to how to develop understanding of the organization, how to interview prospective trainees in small or large groups, and how to order and use the information gathered. How to develop an agreement with agency managers about training follows—then how to plan the training, covering specific goals, scheduling, optional techniques, use of outside resources, plan for evaluation, and relationships with co-trainers. Key areas are suggested for success: the entry process, contract-building, climate in the group, trainer's role, observation, working with other trainers, and using consultants. Discussion of evaluation by participants, by trainers, and by on the job experience follows. A Program Evaluation and Review Technique (P.E.R.T.) chart is included. (EB)

ED 040 327 AC 006 958
Cory, Charles H.

Biographical Differences between Navy Recruits Grouped by Mental Level, Racial Identification and Career Intention.

Naval Personnel Research Activity, San Diego, Calif.

Pub Date Feb 70

Note—45p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-701-697, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, Aptitude, Attitudes, Career Choice, Educational Background, *Enlisted Men, *Intelligence, Interests, Investigations, *Low Ability Students, Negroes, Performance, *Prediction, Race, Self Concept, Socioeconomic Background, *Task Performance, Work Experience

Identifiers—United States Navy

The study is part of a research effort to provide instruments for identifying the aptitudes and abilities most useful to the Navy in Mental Level 4 personnel, and to identify duties most likely to be successfully performed by such personnel. The report describes an interim analysis of a biographical information form developed for predicting effectiveness of Mental Level 4 men. Correlations between mental level and biographical question responses were significant for 163 questions, but were generally low. Intelligence was most associated with academic experiences, attitudes, and aptitudes; and least associated with areas involving job tasks or social activities.

Negro respondents and respondents wishing to re-enlist differed significantly from the total group on the characteristics studies. Use of these data for improved prediction of Category 4 performance will be covered in later reports. (Author/LY)

ED 040 328 AC 006 990
Johnson, Mauritz
Program Evaluators Handbook: Determining Objectives.

State Univ. of New York, Albany. State Educational Dept.

Pub Date 70

Note—45p.; Training and review series in E.S.E.A. Title III

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—*Educational Improvement, Educational Innovation, Educational Needs, *Educational Objectives, Evaluation Criteria, *Federal Legislation, Federal Programs, Models, *Program Evaluation, State Departments of Education, *State Programs

Identifiers—Elementary Secondary Education Act Title III, New York State

In New York State, strengthening of its evaluation of educational provision was started with the Elementary and Secondary Education Act Title III; review and training sessions, paid for out of Title III funds, were provided over a three-month period ending in February 1969 for evaluators from the 16 regional centers. This report on educational objectives is one of six summaries of the sessions. Discussion centered first on the role of the evaluator in describing and appraising educational procedures and results, on evaluation as the process of relating facts to values, on evaluation and educational change, and finally on general criteria for approval of Title III proposals. The n followed discussion of New York State's educational goals and needs; a taxonomy of educational objectives was provided and a listing of objectives proposed by various bureaus of the State Department of Education. Finally exercises were given which provided practice in classifying objectives, marking inconsistencies, etc. (Document includes several graphic models and charts.) (EB)

ED 040 329 AC 008 018

Neidt, Charles O.

Report on Development and Evaluation of a Self-Study Course for Adult Four-H Leaders.

Colorado State Univ., Ft. Collins. Cooperative Extension Service.

Pub Date Jun 68

Note—153p.

EDRS Price MF-\$0.75 HC-\$7.75

Descriptors—Bibliographies, Complexity Level, *Evaluation, Experimental Groups, Field Studies, *Independent Study, Inservice Education, *Material Development, Participant Characteristics, Post Testing, Pretests, *Programmed Materials, Programed Units, Research Methodology, Rural Extension, *Youth Leaders

Identifiers—Four H Clubs

This programed instruction project for adult Four-H leaders was undertaken to develop a ten unit manuscript covering basic Four H concepts; to prepare four versions thereof differing in response mode; to field test all four on a national sample of leaders; and to prepare a final research edition of the course based on the response mode proving most effective. Two groups of about 600 each were given multiple choice pretests based on programed materials. Alternatives were multiple choice programed texts, multiple choice marked format, essay format, and essay answered format. Performance and background data were obtained on all subjects. The multiple choice marked (MCM) format was chosen, and unprogramed portions of the material were programed accordingly. It was recommended that the MCM format be used for subsequent editions of the self-study course, and that pictures and an attractive format be added. (The document includes pretests and posttests, guidelines for writing materials to be programed, descriptions of field test items, data codes, the experimental design, and 42 references.) (LY)

ED 040 330 AC 008 019

The Training of Clerks.

Engineering Industry Training Board, London (England).

Pub Date Aug 69

Note—67p.; Booklet No. 8

Available from—Publications Dept., E.I.T.B., P.O. Box 148, Clarendon Rd., Watford, WD1 1HS, England

Document Not Available from EDRS.

Descriptors—Adult Education, Bookkeeping, *Clerical Workers, Industry, Job Analysis, Job Skills, *Office Occupations Education, Organization Size (Groups), Orientation, *Program Content, *Program Planning, Record-keeping, Training Objectives, *Training Techniques

Identifiers—Great Britain

This booklet sets out the recommendations for the training of clerks in firms within the scope of the Engineering Industry Training Board and is written for the use of managers, training officers and clerical supervisors. Recommendations are primarily for new entrants to clerical jobs. They cover the areas of: induction; basic training—including background to commerce and industry, introduction to office systems, writing and speaking, calculations for the office, basic clerical operations, and introduction to office equipment; objective training; training methods; further education, and minimum training requirements. Appendices include a basic training course for clerks, a job analysis sheet, a sample page for a log book, certificate in office studies examinations, examples of job specifications and training programs, and a list of members of working parties and consultants. (NL)

ED 040 331 AC 008 023

Lifer, Charles William

An Evaluation of Self-Learning Centers in Adult Education.

Ohio State Univ., Columbus. Graduate School.

Pub Date 69

Note—151p.; Ph.D. Thesis

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-6824, MF \$3.00, Xerography \$7.40)

Document Not Available from EDRS.

Descriptors—Agricultural Education, Business, Doctoral Theses, Females, *Films, Home Economics Education, *Independent Study, Investigations, Males, Retention, *Rural Extension, *Urban Areas

Identifiers—Cooperative Extension Service, Nationwide Insurance Company

The purpose of this study was to determine how much personnel in an urban business would view agricultural films during their lunch hour; their reaction and how much they would learn. Employees of the home office of the Nationwide Insurance Company were the experimental group and employees of the regional office, the control group. The experimental group was given a pretest of background data and cognitive learning and a post-test of background data, cognitive learning, and reactions to the films. The control group was given the same tests but had no access to the films. It was concluded that adults in urban businesses will watch films during lunch hour if they know in advance the topic, date, and time of showing. They prefer films available for one week and at lunch hour rather than before or after work. In large business settings they prefer films of six to 10 minutes; in smaller settings, films of 11 to 15 minutes. Women prefer home economics films and men prefer lawn care films. There was no evidence that there was a significant gain in knowledge from viewing the films. Business audiences are not familiar with the Ohio Cooperative Extension Service. (Author/EB)

ED 040 332 AC 008 046

A Driver Education Survey and Analysis of State Laws and Practices Pertaining to Non-Public and Out-of-School Youth.

Central Missouri State Coll., Warrensburg.

Pub Date 69

Note—282p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (PB-189-273 MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Content Analysis, *Driver Education, Investigations, *Legal Problems, *Out of School Youth, *Private Schools, Questionnaires, State Aid, State Departments of Education, State Legislation, State Officials, *State Standards, Statistical Data, Youth

The study was made of state and local legal and non-legal problems involved with reaching

non-public and out-of-school youth with an approved driver education course; and to develop recommendations and guidelines by which the states could plan to meet the standard requirement. Questionnaires were sent to 50 state supervisors. Data were divided into two parts: that to be prepared for statistical analysis; that classified for content review. Eighteen states reported that driver education was available to all; 32, that it was unavailable. For purposes of coordinated program administration the state departments of education should administer and supervise local driver education programs. State studies of tax fund availability should be considered as a first step to special state financial support legislation, and the 15 states that do not have special state financial support should plan for legislation to obtain this aid. (NL)

ED 040 333 AC 008 056

Findlay, Edward Weldon

Curriculum Development for Professional Leaders in Extension Education.

Cornell Univ., Ithaca, N.Y.

Pub Date Jun 69

Note—512p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-3760, MF \$6.50, Xerography \$23.20)

Document Not Available from EDRS.

Descriptors—Adoption (Ideas), Behavior Change, Changing Attitudes, *Concept Formation, *Curriculum Development, Doctoral Theses, Educational Objectives, *Extension Agents, Innovation, Investigations, Job Skills, *Professional Training, *Rural Extension

Identifiers—*Cooperative Extension Service, New York State

The study is based on the premise that if one is able to identify the areas of behavior in which professionals require competence, one can link this behavior to a related structure of concepts which may serve as logical teaching and learning objectives in the development of training programs. A sample of 211 extension agents (in agriculture, home economics, and 4-H work) in 30 counties in New York State provided 419 incidents of behavior which identified the behavior respondents thought to be critical to the achievement of effective or ineffective outcomes in extension activity. A structure of categories of agent behavior was developed and linked to the concepts within a structure of related concepts. The four functional areas derived were: systems, their growth and development; planned change and development; management of change and development; and influencing adoption and innovation. Use of the general systems concept as an ordering mechanism has provided a general model or a series of models of aspects of the different functions and processes involved. It also provides a way of perceiving the role of the extension agent within the general extension education process. (Author/NL)

ED 040 334 AC 008 067

McKibbin, Lawrence Edwin

A Comparison of the Effects of an Executive Development Program on Owner-Managers and Employee-Managers.

Stanford Univ., Calif.

Pub Date Dec 67

Note—144p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 68-1579, MF \$3.00, Xerography \$6.80)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Analysis of Variance, *Behavior Change, Bibliographies, *Business, Changing Attitudes, Curriculum, *Developing Nations, Doctoral Theses, Interviews, *Management Development, Program Evaluation, University Extension

Identifiers—Peru

Fifty employee managers and 50 owner managers were interviewed to determine differences in their behavior after a university level executive development program (EDP) conducted for businessmen in Lima, Peru. Findings indicated that: (1) owner managers had received a greater overall impact from an EDP than employee managers; (2) the perceived value of tool (strictly utilitarian) courses was higher for owner managers than for employee managers; (3) the perceived value from general, non-tool courses was higher for owner managers; (4) owner managers had experienced a greater change in

their activities than employee managers (mainly attributed to owner managers' relatively high decision making and policy setting positions); (5) owner managers, all but one of whom came from Peruvian firms and had had relatively little previous exposure to North American management practices, showed relatively more attitude change as well. It was concluded that the EDP did cause an impact on behavior on the job sufficient to suggest that such programs should be offered in other developing areas. (LY)

ED 040 335 AC 008 081

Corrigh, Richard DeCrow, Roger

Resources for Adult Education.

Pub Date 70

Note—13p.

Available from—Reading Goals for the Disadvantaged; edited by J. Allen Figural and published by International Reading Association, Newark, Del.

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, *Bibliographies, *Information Networks, *Information Sources, Newsletters, Periodicals, Publications

This review of information resources in Adult Basic Education, recommends some actions that an individual can take to uncover local information sources in Adult Basic Education, describes the three main national information systems (e.g. ERIC-Education Resources Information Center, NAEC-National Education Association Adult Education Clearinghouse, SRIS-School Research Information Service of Phi Delta Kappa), suggests other organizational information sources, and lists some publications useful in Adult Basic Education available through the ERIC Document Reproduction Service (EDRS). (Authors/DM)

ED 040 336 AC 008 082

Frank, Harold Hillel

On-The-Job Training for Minorities: An Internal Study.

California Univ., Los Angeles.

Pub Date 69

Note—358p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-2202, MF \$4.60, Xerography \$16.20)

Document Not Available from EDRS.

Descriptors—Attitudes, Behavior Patterns, Bibliographies, *Clerical Occupations, Doctoral Theses, *Females, Interviews, *Minority Groups, Observation, *On the Job Training, Performance, Physical Facilities, *Program Evaluation, Questionnaires, Race Relations, Recruitment, Selection, Supervisors, Teachers, Testing, Trainees

This study used not only formal interviews, questionnaires, and attitude surveys, but also observations and informal interviews, to evaluate the internal workings of a secretarial and clerical skill training program for nonwhite women. Most data came from over 1,000 two to five minute observations of trainees during the on the job phase of training. Additional observations were made in a classroom on company premises, where trainees received formal instruction during the morning. Results of 1,129 random observations of work area activities revealed that trainees spent 69% of their time doing little (running errands, taking breaks, being idle, and so on) that contributed to skill development. Attention was also given to such aspects and influences as recruitment and selection procedures; the social, legal, political, and economic environment of the training program; race relations and other interactions among trainees and between them and teachers; and attitudes of the training supervisor. Arguments were set forth for restructuring this program and others like it. (Author/LY)

ED 040 337 AC 008 085

McCarthy, Sister Eugene Teresa

A Study of the Expectations of Members of a Religious Community and Lay Professional Women on Retirement as a Basis for Planning a Pre-Retirement Education Program.

Saint Louis Univ., Mo.

Pub Date 69

Note—334p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-1875, MF \$4.30, Xerography \$15.10)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Needs, Females, Investigations, Middle Aged,

*Nuns, Planning, *Professional Personnel, Questionnaires, *Religious Organizations, *Retirement

The purpose of this study was to determine the need for planning a pre-retirement education program for the Sisters of Charity of Leavenworth which would be determined by a potential group of retirees. With the assumption that there was a need for a retirement educational program, a questionnaire was developed and administered to all the Sisters of Charity of Leavenworth and other single (never married) women between the ages of 45 and 60 years who were engaged in professional work in the area of Greater Kansas City and Leavenworth, Kansas. The main findings were: participants expressed a need for pre-retirement education programs; it was feasible to incorporate the expectations of professional women as a basis for formulating a pre-retirement educational program; there were no differences between the expectations of the Sisters and the lay women of retirement age; there was no significant shift in interest and positive planning for retirement among the retirees closely approaching retirement age. (Author/PT)

ED 040 338 AC 008 087

McIntyre, Gene Harper

A Study of Comparative Curriculums to Train People for Employment in the Human Services: A New Careers Model vs. the Traditional Academic Approach.

Oregon Univ., Eugene.

Pub Date Jun 69

Note—131p; Ph.D. Thesis

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-2528, MF \$3.00, Xerography \$6.40)

Document Not Available from EDRS.

Descriptors—Academic Aptitude, Analysis of Variance, Bibliographies, College Students, *Comparative Analysis, Control Groups, *Curriculum, Doctoral Theses, Experimental Groups, *Human Services, Interviews, Measurement Instruments, Program Evaluation, Self Concept, *Subprofessionals, Trainees, *Training

Identifiers—College Qualification Tests, Tennessee Self Concept Scale, Washington State

This dissertation tested the significance of a specially designed training and educational program (college course work, human development learnings, agency training) for new careerist trainees in Washington State, as compared to a strictly academic program in which people plan to enter the human services by the usual college degree route. Quantitative measures of academic aptitude (College Qualification Tests) and self-concept (Tennessee Self Concept Scale) were used, along with qualitative evidence from personal interviews. An experimental group (trainees) and a control group (regular college students)—a total of 28 subjects—were matched by age, race, cultural and economic background, vocational preference, and pretests and posttest performance and scores. In several instances of item evaluation in self-concept and academic aptitude, the new careerists showed higher posttest results than the control group. (Author/LY)

ED 040 339 AC 008 090

Pishel, Robert Gordon

Attitude Change As a Function of Field Medical Service School.

Oklahoma Univ., Norman.

Pub Date 69

Note—88p; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-2331, MF \$3.00, Xerography \$4.60)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, Bibliographies, *Changing Attitudes, Doctoral Theses, Enlisted Men, *Evaluation, *Health Occupations, Investigations, Measurement Instruments, *Military Training, Post Testing, Pretests, *Self Concept

Identifiers—Binomial Test, Wilcoxon Matched Pairs Signed Ranks Test

Using a test retest design, this study investigated effects of Marine oriented Field Medical Service School training on the attitudes of 337 Navy corpsmen. Six issues pertaining to corpsmen and their work were created and administered as a survey instrument based on the Sheriff Method of Ordered Alternatives. Attitude

and ego involvement changes were analyzed by the Wilcoxon Matched-Pairs Signed Ranks Test, while data from initial survey responses were analyzed by the large sample Binomial Test. Comparisons among training groups, company groups, and prior duty station groups were also made. Results indicated no test retest effect. Three issues showed significantly negative attitude changes. Results on other issues were accounted for in terms of shifted objects of reference. Ego involvement tended to decrease, but levels of significance varied greatly among issues. Principal conclusions were: the survey instrument showed merit for its purpose; attitude and ego involvement changes reflected the behavioral training situation; cynical indifference and verbal denigration were two attitudinal reactions to training; further specification of conditions is needed for attitude prediction with similar training groups. (Author/LY)

ED 040 340 AC 008 091

Smith, David Kendall

Development and Testing of a Low-Cost Periodical for Use in Developing Areas of the World.

Oregon Univ., Eugene.

Pub Date Jun 69

Note—160p; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-2541, MF \$3.00, Xerography \$7.80)

Document Not Available from EDRS.

Descriptors—Bibliographies, Costs, Cultural Factors, *Developing Nations, Doctoral Theses, *Evaluation, Evaluation Criteria, Illiteracy, Interests, Investigations, *Literacy Education, *Periodicals, Readability, *Supplementary Reading Materials

Identifiers—*Rhodesia

This study was conducted to develop a periodical that would encourage the formation of reading habits in developing nations where illiteracy exceeds 40%. A so-called Flexible Format was designed and tested among the literate Sindebele population of Matabeleland, Rhodesia, to see if it would prove as acceptable as, or more acceptable than, a standard format in terms of sales. (Lower price, relevant content, ease of production, readability, and other characteristics were assumed to make the Flexible Format an appropriate educational tool for developing areas.) The second edition of the trial population was prepared in both formats. When both were offered for sale simultaneously at distribution points throughout the trial area, the Flexible Format outsold the standard format by almost 100 to one. (Author/LY)

ED 040 341 AC 008 101

Turner, Barry T.

The Organization and Management of Company Training.

Industrial and Commercial Techniques, Ltd., London (England).

Pub Date Nov 69

Note—123p.

Available from—Industrial and Commercial Techniques, Ltd., 30 Fleet St., London E.C.4, England (60s)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, Educational Needs, Evaluation, *Industrial Training, Job Analysis, Learning Processes, *Manpower Development, Manpower Needs, *On the Job Training, *Technological Advancement, Trainers, Training Objectives

Identifiers—Great Britain, Industrial Training Act of 1964

This document outlines the need for manpower training and discusses the components of adequate training as provided by the Industrial Training Act of March, 1964, in order to set guidelines and standards for industries involved in the training revolution in England. Besides training and what it entails, the document presents the philosophy of training, the organization of manpower planning required for training, determination of training needs, training costs, development of trainers and managers, and implementation and evaluation of training. In order to provide an adequate supply of personnel, companies must organize a total training that will upgrade the present employee to accept more responsible jobs and must accept locally available new manpower into the training system that will make productive employees out of them in short time. In the process, individual development and contribu-

tions, systems, philosophies, product expansion, training policies, and technological change effects have been emphasized. (PT)

ED 040 342 AC 008 102

Higgins, Mildred M.

Adult Literary Responses to Comic Strip Narratives Among Inmates of a Correctional Institution.

Florida State Univ. System, Tallahassee. Office of the Board of Regents.

Pub Date Dec 69

Note—133p; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-16,329, MF \$3.00, Xerography \$6.40)

Document Not Available from EDRS.

Descriptors—*Abstract Reasoning, Age Differences, *Cartoons, Caucasians, Doctoral Theses, Individual Characteristics, Intelligence Quotient, Interpretive Reading, *Interpretive Skills, Investigations, Literary Analysis, Males, Marital Status, Negroes, *Prisoners, Race, Reading Level, Response Mode, Verbal Communication

The purpose of this pilot study was to provide data from which tentative conclusions could be made about adults and their ability to handle literary abstractions. A sample of 93 inmates (all male, 26 Negro, 67 white) at Sumter Correctional Institution was randomly chosen and asked to verbalize their reactions to four comic strips and to write their responses at the end of each segment of a fifth strip. Six personal characteristics; race, age, IQ, reading grade level, last enrolled grade, and the person's marital status were assumed and associated to one or more of the literary responses. The study also showed that adults respond much more freely and meaningfully when they can verbalize orally. Recommendations for similar studies with other ethnic groups were made. (PT)

ED 040 343 AC 008 103

Mauk, Warren Stewart

The Effects of Short-Term Tasks and Financial Incentive on the Educational Achievement of Young Prison Inmates.

Florida State Univ., Tallahassee.

Pub Date 70

Note—166p; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-592, MF \$4.50, Xerography \$15.10)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Correctional Education, Doctoral Theses, High School Graduates, Individualized Instruction, Instructional Materials, *Prisoners, Research, *Rewards, Sampling, Statistical Analysis, *Youth

The study, prompted by a concern for the effectiveness of prison education programs to improve the educational level of inmates, was conducted for the purpose of investigating the effects of short term or extended tasks and financial incentives on the educational activity and achievement of the young prison inmates. The sample consisted of inmates from the Federal Correctional Institution (FCI), Tallahassee, Florida, who had completed high school and were functionally literate. Inmates were assigned to two classes—the control group and the experimental group—on the basis of their work schedule. Instructional materials used in the two classes were the same. Classroom procedures for the FCI adult program included individualized instruction. Inmates set their own pace and teachers gave help only when needed. Money rewards were doled out according to the achievement of the inmates. Two experiments were conducted—with and without incentive. Financial incentive was found to be associated with increased educational activity and achievement, and educational activity to be positively correlated with changes in achievement. In general, data from the two experiments provided mixed findings. (PT)

ED 040 344 AC 008 105

Final Report of University of Utah Committee on Women's Education.

Utah Univ., Salt Lake City.

Pub Date Feb 70

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—*Age Groups, Attendance, Dropout Characteristics, Enrollment, Evaluation, Higher

Education, Mexican Americans, *Minority Groups, *Program Planning, Statistical Data, Student Characteristics, Undergraduate Study, Units of Study (Subject Fields), *University Extension, *Womens Education
Identifiers—*University of Utah

Subcommittee reports are presented on university extension education for younger women (under 25), mature women, and minority women. Recommendations on student and personnel recruitment, student orientation and counseling, curriculum, reorganization, special facilities, community service, research, evaluation, and job placement are also set forth. Appendixes cover women graduates in specific subject fields at the University of Utah; attendance and enrollment patterns; motives and characteristics of undergraduate women students; special problems of Mexican American women; women's programs at the University of Utah during 1966-69; and the opinions, characteristics, and needs of mature women who left college before receiving a baccalaureate degree. (LY)

ED 040 345

AC 008 106

Olmstead, Joseph A.

Theory and State of the Art of Small-Group Methods of Instruction.

Human Resources Research Organization, Alexandria, Va.

Pub Date Mar 70

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—*Adult Learning, Bibliographies, Case Studies, Conferences, Discussion (Teaching Technique), *Educational Methods, Evaluation, Group Dynamics, Learning Motivation, *Lecture, Problem Solving, *Research Reviews (Publications), Role Playing, *Small Group Instruction

The purpose of this report was to evaluate the more common small group methods in terms of their effectiveness in teaching adults. A rationale for small group instruction was presented, followed by descriptions of the principal methods, and an assessment based on existing research findings. It was concluded that small group methods can be effective for enhancing motivation for learning, developing positive attitudes toward later use of course materials, and improving problem solving skills. However, they were no more effective than lectures for transmitting information and concepts, although (when used in conjunction with lectures) the methods are helpful in increasing depth of understanding of the course content. Implications for use of small group methods, including requirements for instructors, were also discussed. (The document includes 82 references.) (Author/LY)

ED 042 346

AC 008 108

Benveniste, Guy Ilichman, Warren F.

Agents of Change: Professionals in Developing Countries.

Pub Date 69

Note—265p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, NY 10003

Document Not Available from EDRS.

Descriptors—*Change Agents, *Developing Nations, Economic Development, *Innovation, Integrated Curriculum, International Programs, *Professional Personnel, *Professional Training, Role Perception, Social Sciences, *Technical Assistance

Based on the proceedings of an international conference held at the University of California (Berkeley) in May, 1968, this book contains papers on American professionals abroad and their training. The papers are aimed at providing professional self knowledge, and better awareness of the limits of professional knowledge; they examine the implications of this viewpoint for professional training and discuss institutional implications of undertaking action oriented research in developing countries. They discuss: (1) experts abroad, and the challenges and problems that they are confronted with; (2) concepts of professional planning; (3) education for world responsibility—training of economists for service in developing countries, guidelines for professional schools, and the integrated educational institution; and (4) international professional cooperation. An epilogue discussing professionals and development has been included. (Author/PT)

ED 040 347

AC 008 113

Train-The Trainers Curriculum; Task Force on Training and Technical Assistance.

New Jersey Community Action Training Inst., Trenton.

Pub Date [69]

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Action Programs (Community), Educational Needs, *Institutes (Training Programs), *Staff Improvement, Teacher Role, *Trainers, Training Techniques

Scheduled for January 5-10, 1969, in Newark, New Jersey, this national training program is designed for 27 trainers community action workers from Office of Economic Opportunity funded multipurpose and urban training centers. Program content and objectives have been outlined for the following sessions: introduction (1 1/2 hours); establishing a learning climate (2 1/2 hours); the trainer's role in the learning process (six hours); determining training needs (six hours); design and curriculum development (seven hours); how to evaluate training programs (three hours). In the evaluative followup after completion of training, participants will be asked to design a staff development workshop. (The document includes the program schedule.) (LY)

ED 040 348

AC 008 127

Herzberg, Frederick I. And Others

Motivational Engineering for Pilot Training.

Case Western Reserve Univ., Cleveland, Ohio. Cleveland Coll.

Pub Date 69

Note—51p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-702-123, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Aircraft Pilots, *Critical Incidents Method, Employment, *Flight Training, Industrial Training, Industry, Interviews, *Military Training, Research, Responsibility, Student Attitudes, *Student Motivation

Identifiers—United States Air Force

The study was an investigation of student pilot motivation for, and toward, the Air Training Command's undergraduate pilot training (UPT) program. The motivation hygiene approach was used to identify the motivational factors operating in the UPT program systematically. This approach has been used extensively in industry and with success in a non-training military situation. The purposes of the study were: to employ motivation-hygiene theory and critical incident interview methodology for investigation and motivation in a military training situation, specifically, undergraduate pilot training; and to compare the findings from the undergraduate pilot trainee sample with another air force sample and samples from industrial organizations. Achievement was the factor which appeared most frequently; it was mentioned in 74 of the 90 satisfying incidents and 45 of the 87 dissatisfying ones. The relatively low appearance of two other factors, Responsibility and Work Itself, differs from previous industrial and air force samples. (Author/NL)

ED 040 349

AC 008 128

Niehoff, Arthur H.

Planned Change in Agrarian Countries.

Human Resources Research Organization, Alexandria, Va.

Pub Date 69

Note—157p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-701-167, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Agriculture, Case Studies, Change Agents, Communication (Thought Transfer), *Community Development, *Concept Formation, Cultural Factors, *Developing Nations, *Guidelines, Innovation, Motivation, Needs, Participant Involvement, *Rural Areas, Social Change

The report provides operationally relevant concepts and guidelines for persons responsible for planning and implementing development projects in agrarian countries. A framework for describing or evaluating the conduct of development projects is proposed, and applied to the results of an

analysis of 203 case studies of past projects. Influences, conditions, and techniques which appear to affect project outcome are (1) local cultural characteristics, such as leader patterns, social structure, and economic patterns; (2) motivation for change, including felt needs and perceived practical benefits; and (3) project strategies, such as the innovator's image characteristics, communication, and participation. The case study analysis suggests that factors of special importance to success in development projects are cooperation of local leaders, degree and immediacy of practical benefits which recipients anticipate, innovator skill in communication processes, participation of recipients in implementing the change, and establishing arrangements for maintenance of the innovation by the local people. (Author/NL)

ED 040 350

AC 008 131

Thomas, Patricia

A Comparison between the Armed Services Vocational Aptitude Battery and the Navy Basic Test Battery in Predicting Navy School Performance.

Naval Personnel Research Activity, San Diego, Calif. Navy Training Research Lab.

Report No.—STB-70-4

Pub Date Jan 70

Note—20p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-702-416, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Armed Forces, Classification, *Comparative Analysis, Enlisted Men, Grades (Scholastic), Item Analysis, *Military Training, Predictive Validity, *Standardized Tests, Test Reliability, Test Validity, *Vocational Aptitude Identifiers—Armed Services Vocational Aptitude Battery, Basic Test Battery, *United States Navy

The Armed Services vocational aptitude battery (ASVAB) was developed by a joint-service technical group, using items from the services' previously operational tests. The ASVAB was designed as a potential replacement for the Armed Forces Qualification Test and the separate classification batteries used by each of the services. Thus, the effectiveness of the ASVAB in Navy classification needed to be determined and compared with the basic test battery (BTB). The ASVAB was administered to all recruits at two Naval Training Centers and the men who subsequently attended a Navy Class 'A' school were identified and their BTB scores and school grades obtained. The validities of the ASVAB and BTB tests were investigated within each school and linear-sum correlations were also computed to determine the best combinations of ASVAB tests as possible school selectors. A computerized item selection technique was applied to the tests in each battery. Various item statistics and validities and reliabilities for the shortened tests were obtained for use in evaluating Form I of the ASVAB and in development of subsequent forms. Form I of the ASVAB was found to be too easy for effective discrimination among Navy students; comparisons of the BTB and ASVAB validities uniformly favored the BTB. (Author/NL)

ED 040 351

AC 008 133

Guilford, J. P.

A General Summary of Twenty Years of Research on Aptitudes of High-Level Personnel. Final Report.

University of Southern California, Los Angeles. Dept. of Psychology.

Pub Date 69

Note—30p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-702-103, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Ability Identification, Educational Practice, Factor Analysis, *Individual Differences, *Intellectual Development, *Longitudinal Studies, Models, Psychological Studies, Research, Task Analysis, *Task Performance, *Thought Processes

In research conducted "over a period of 20 years" on aptitudes of high level personnel, the purpose was to analyze thinking abilities or processes into their unique components. The approach was through study of individual differences in performance on intellectual tasks

varied systematically over broad ranges of psychological functioning. Thirty-six major factor analyses were carried out; the main goal was to achieve invariance of psychological factors to represent unique intellectual abilities. An unusually high level of invariance was accomplished. The most significant outcome was the development of the structure-of-intellect theory and model. A three-dimensional matrix, this model has logical places for 120 unique abilities or functions, of which 98 had been demonstrated by the end of the program, 22 not having been investigated. The model has numerous implications beyond its immediate value of pointing toward functions yet to be investigated. It provides some significant "new looks" at general psychological theory, some guides for development of intelligibility by educational practices, and some new vistas in aptitude assessment. (Author/NL)

ED 040 352 AC 008 135

Boyles, Wiley R.
Measures of Reaction to Threat of Physical Harm as Predictors of Performance in Military Aviation Training.
George Washington Univ., Alexandria, Va. Human Resources Research Office.
Report No.—PRO-PAPER-15-69
Pub Date May 69
Note—19p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-688-817, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Cost Effectiveness, *Fear, *Flight Training, Injuries, *Measurement Techniques, *Military Personnel, Motivation Techniques, *Performance, Personnel Selection, Quality Control, Self Concept, Statistical Analysis

Identifiers—Background Activity Inventory Test, Situational Confidence Measures, United States Air Force

Data from subjective reports, objective performance measures, and physiological studies indicate that flight training per se places a great deal of stress on the trainee. In military flight training additional stresses are involved that may markedly increase the importance of reaction to threat of physical harm. This paper reports efforts to develop measures of reaction to physical harm threat and measures of change of confidence in ability to cope with that threat for use in the secondary selection process in U.S. Army aviation. The Background Activity Inventory test was used for assessing the stress component and the Situational Confidence Measures for the confidence component. The study showed that the confidence measure held up well. The stress measures were less stable. (Author/PT)

ED 040 353 AC 008 146

Vargas, Ernest A. Wotkiewicz, Helen
An Evaluation of the McDowell County Community Action Agency. Adult Education Program.

West Virginia Univ., Morgantown.
Pub Date Dec 68
Note—175p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (PB-189-960, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Students, Age Differences, Attendance, Bibliographies, Demography, Educational Background, Educational Certificates, Enrollment, Evaluation Methods, Females, Graduates, Males, *Program Evaluation, Race, *Rural Areas, *Secondary Education

Identifiers—*West Virginia

The first section of this report is a general model developed to guide efforts in this evaluation project on adult basic and high school equivalency education at eight centers (Berwind, Bradshaw, Appalachian, Jaeger, Rolfe, Thorpe, Warriormines, Vivian) in McDowell County, West Virginia. This model places enrollment, attendance, diplomas received, student characteristics, and other educational data in a framework of more general significance. The next section summarizes major points (including adult population statistics in areas served across all eight centers). The third section presents the failings of the program and some recommendations for future programs. (Author/LY)

ED 040 354 AC 008 147

Teaching Machines and Programmed Instruction.

Volume I.

Defense Documentation Center for Scientific and

Technical Information, Alexandria, Va.

Report No.—DDC-TAS-70-10-1

Pub Date Feb 70

Note—390p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-702-500, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Learning Processes, Military Training, *Programmed Instruction, Public Education, *Teaching Machines

The bibliography contains annotated references to teaching machines and program instruction as they relate to efficient learning in military and civilian training, and adaptive learning techniques. The computer generated indexes are Corporate Author Monitoring Agency and Personal Author. (Author/PT)

ED 040 355 AC 008 151

Sanitary Food Service; Instructor's Guide to Be

Used in Training Food-Service Personnel.

Public Health Service (DHEW) Cincinnati, Ohio.

Consumer Protection and Environmental

Health Service.

Pub Date 69

Note—127p.; 1969 revision

Available from—Superintendent of Documents,

U.S. Government Printing Office, Washington,

D.C. 20402 (0-351-152, \$1.50)

EDRS Price MF-\$0.50 HC Not Available from

EDRS.

Descriptors—Bibliographies, Disease Control, Dishwashing, *Food Service Workers, Hygiene, Instructional Aids, *Lesson Plans, Periodicals, Program Planning, *Sanitation, *Teaching Guides, Teaching Techniques, *Training, Transfer of Training

Instructors of civilian and/or military food service employees are given suggestions for the flexible use of this guide, then receive more detailed guidelines for grouping trainees, managing classes, planning lessons, and adapting the food service course to various groups and teaching situations. Specific content (principles to be taught) and lesson plans are outlined on the food service industry and training needs; microbiology and foodborne disease; methods of preventing foodborne disease; personal hygiene, self-protection, and salesmanship (service to patrons); proper methods of washing and sanitizing utensils and equipment; insect and rodent control; housekeeping and waste control practices; and followup training, including application of what has been learned. Appendixes cover training principles and techniques, instructional aids and their use, and steps in organizing and promoting a food service employee training program, followed by a bibliography and a list of periodicals. (Author/LY)

ED 040 356 AC 008 162

Ziegler, Warren L., Ed.

Essays on the Future of Continuing Education

Worldwide.

Syracuse Univ., N.Y. Publications Program in

Continuing Education.

Pub Date Jul 70

Note—148p.; Notes and Essays on Education for

Adults, 66

Available from—Syracuse University Press, Box

8, University Station, Syracuse, N.Y. 13210

(\$3.00)

Document Not Available from EDRS.

Descriptors—*Adult Education, Audiovisual Aids, *Educational Change, Educational Innovation, Educational Objectives, Educational Theories, *Educational Trends, Inner City, Instructional Technology, Policy Formation, *Prediction, Research Methodology, Urban Areas

Topics chosen for these eight seminar papers divide basically into three categories: discussions on processes and methods for planning for the future of adult education; attempts to project into the future such worldwide problems as urbanism, conflict, the population explosion, and specific adult education trends; and discussion of the current scene to determine how adult education is shaping its own future. Papers by Ziegler and Weaver approach the future from theoretical and

policy planning perspectives. Ely describes the availability and application of new developments in instructional communications and educational technology. Wilcox describes a range of dynamic new adult educational experiences in urban ghettos among the poor, the disenfranchised, and blacks. Birenbaum focuses on the relationship between continuing education and the quality of urban life. A paper by the staff of the United Nations Institute for Training and Research suggests the rightful role of adult education in coping with conflicts among and between nations. Papers by Blakely and DeLeon deal with adult education trends in general, together with larger problems whose solution will not emerge from adult education alone. An epilogue gives excerpts from seminar discussions. (LY)

ED 040 357 AC 008 170

Inventory of Continuing Education Activities in

Pennsylvania Secondary School Districts.

Pennsylvania State Univ., University Park.

Pub Date 70

Note—54p.

Available from—Pennsylvania State University,

University Park, Pa. 16802

Document Not Available from EDRS.

Descriptors—*Courses, Credit Courses, Enrollment, Evening Classes, Noncredit Courses, *Public School Adult Education, Questionnaires, *School Districts, *Secondary Schools, Statistical Surveys, Units of Study (Subject Fields)

Identifiers—*Pennsylvania

Designed to help secondary school districts plan continuing education activities and to define possible areas of program coordination between districts, this 1970 inventory of continuing education activities represents responses from 353 (59.6%) of the secondary school districts in Pennsylvania. It indicates the number of courses (a total of 503) in general extension noncredit study, standard evening high school, technical and industrial education, adult basic education, vocational retraining, and six other broad subject areas; analyzes each subject area by specific courses and the number of districts offering them; and enumerates total course offerings by school districts and subject areas. General comments received from 102 districts mainly pertain to local programs, specific concerns, problems, and expectations. Compared to the previous year, there were more positive or optimistic responses; less stress on problems of securing suitable teachers and leadership; and less concern expressed as to lack of attendance or of financial aid. Registrations rose by 2%, and the number of participating districts, by 15%. (Included are the questionnaire and the list of participating districts.) (Author/LY)

ED 040 358 AC 008 171

Inventory of Continuing Education Activities in

Pennsylvania Institutions of Higher Learning.

Pennsylvania State Univ., University Park.

Pub Date 70

Note—39p.

Available from—Pennsylvania State University,

University Park, Pa. 16802

Document Not Available from EDRS.

Descriptors—*Adult Education Programs, *Community Colleges, Credit Courses, Graduate Study, *Higher Education, Junior Colleges, Noncredit Courses, *Private Colleges, Questionnaires, Special Degree Programs, *State Universities, Statistical Data, Undergraduate Study

This 1970 inventory of continuing education activities during the academic year July 1, 1968 to June 30, 1969 produced a 100% return of questionnaires (146) from private colleges and universities, junior and community colleges, state aided colleges and universities, state related colleges, and state universities and colleges in Pennsylvania. Activities have been classified by program categories: associate degree credit; undergraduate degree credit; graduate degree credit; nondegree credit; noncredit; conferences, institutes, and workshops. Data are also tabulated by participation within program categories, distribution of courses by credit categories and academic subject areas, and distribution of programs within the areas represented (Behavioral Sciences, Biological Sciences, Business, Education, Engineering, Health Professions, Humanities, Physical Sciences, Humanities, Other). The appendix contains the questionnaire and a list of the institutions. (Author/LY)

ED 040 359

AC 008 178

Levin, Melvin R. Slavet, Joseph S.
Continuing Education in Massachusetts; State Programs for the Seventies.

Boston Univ., Mass.
Pub Date Jan 70

Note—35p; Summary of a report to the Massachusetts Advisory Council on Education

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—Administrative Organization, Adult Basic Education, *Adult Education, Bibliographies, Budgets, Citizenship, Educational Needs, Grants, Inservice Education, *Program Proposals, Recruitment, Secondary Education, *State Programs, Vocational Education

Identifiers—*Massachusetts

Varying needs, largely unmet, were found in the provision of adult education throughout Massachusetts, and recommendations were formulated for an articulated and adequate program. Low priority, weak centers of leadership, and a limited and confused mandate emerged as major obstacles to effectiveness. It was found that, on the basis of accepted cost benefit criteria, continuing education programs tend to cost relatively little and pay off rather well. Moreover, the potential market for basic education, high school equivalency, citizenship education, occupational training, staff training and career development for government personnel, and other forms of continuing education far exceeded current levels of activity. A policy declaration was suggested, followed by guidelines for program planning and student recruitment, administrative and organizational changes (including creation of a new division), steps to strengthen the statewide continuing education system, a network of public relations officers, inservice and other training for state employees, and scholarships for continuing higher education. (Full report is available from Raytheon Education Company, D.C. Heath and Company, 475 South Dean St., Englewood, N.J. 07631) (LY)

ED 040 360

AC 008 182

Hyde, Ralph Abner

Goal Congruence and Organizational Efficacy in Two Merging Adult Education Centers.

Tennessee Univ., Knoxville.

Pub Date Dec 69

Note—200p; Ed.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-17,823, MF \$4.00, Xerography \$9.00)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Adult Students, Analysis of Variance, Attitudes, Bibliographies, Budgets, College Faculty, *Continuing Education Centers, Doctoral Theses, Enrollment, *Mergers, *Objectives, *Off Campus Facilities, Participant Satisfaction, Personnel, Physical Facilities, Surveys, *University Extension

Identifiers—Memphis State University, University of Tennessee

This study investigated the growth and development of two adult education centers (units of the University of Tennessee and Memphis State University) prior to their merger; the goals of the new joint university center (JUC); and the congruence of JUC goals with the goal perceptions of the faculty, students, administrative staff, and management committee. Goal statements were gathered from 725 opinion questionnaire respondents. Other data came from records, reports, and interviews with off campus center directors. Both centers had been relatively stable during their early years, but neither had achieved a balance among its finances, personnel, clientele, programs, and physical plant. Both seemed to be young and viable organizations capable of adapting to change but unable to initiate change because of lack of autonomy. Twelve organizational goals were formulated. Management committee goals for the JUC were congruent with those of other respondents, but priorities differed somewhat. The parent institutions were essentially alike on goal perceptions among students and perceptions by faculties. Participant satisfaction with the downtown centers was correlated with attitudes (largely positive) toward change and toward the new JUC. (LY)

ED 040 361

AC 008 183

Hale, Larry A.

Perceptions of University Academic Department Chairmen as Related to the Degree of Participa-

tion of University Departments in Continuing Education.

Missouri Univ., Columbia.

Pub Date May 69

Note—15p; Training and Staff Development Special Report, 14

EDRS Price MF-\$0.25 HC-\$8.05

Descriptors—Administrative Organization, *Administrative Personnel, Analysis of Variance, Bibliographies, Curriculum, Doctoral Theses, Educational Objectives, Financial Policy, Instructional Staff, *Investigations, *Opinions, Program Administration, *Role Perception, *University Extension

The process of assimilating continuing education into a university academic department was studied. A systematic theoretical framework was constructed to guide the study. It was proposed that the perceptions of department chairmen are one of the driving and/or restraining factors related to the degree of departmental participation in continuing education. Data supported the existence of differences in perceptions by chairmen of high participating and those of low participating departments in the University of Missouri system on certain select differential continuing education factors (internal and external relations, instructional staff, administration and organization, curriculum, financial policy, research activities, role of the university). (LY)

ED 040 362

AC 008 184

Hale, Larry Avon

Perceptions of University Academic Department Chairmen as Related to the Degree of Participation of University Departments in Continuing Education.

Nebraska Univ., Lincoln.

Pub Date 69

Note—359p; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-22,269, MF \$4.60, Xerography \$16.20)

Document Not Available from EDRS.

Descriptors—Administrative Organization, *Administrative Personnel, Analysis of Variance, Bibliographies, Curriculum, Doctoral Theses, Educational Objectives, Financial Policy, Instructional Staff, Investigations, *Opinions, Program Administration, Questionnaires, *Role Perception, Statistical Data, *University Extension

Identifiers—University of Missouri

This study examined perceptions and opinions of academic departmental chairmen in the University of Missouri regarding the participation of academic departments in continuing education (defined to include all off campus programs and all on campus noncredit programs). Major differences were sought, and found, between chairmen of high participation and low participation departments as to the university's continuing education role, internal and external relations, research and continuing education relationships, personnel, administration and organization, curriculum, and financing. Further research was recommended on critical aspects where differences exist in views of continuing education, on differences in the number of responses by chairmen of high and low participation departments, and on building a theory of the assimilation of continuing education into a university. (The document includes the questionnaire, statistical test formulas, a bibliography, and 68 tables.) (Author/LY)

ED 040 363

AC 008 186

Driscoll, William Joseph

A Rationale and Role for Independent Study in Higher Education.

Indiana Univ., Bloomington.

Pub Date 70

Note—162p; Ed.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-11,719, MF \$3.00, Xerography \$7.60)

Document Not Available from EDRS.

Descriptors—Academic Standards, Admission Criteria, Bibliographies, Colleges, Comparative Education, Doctoral Theses, Educational Innovation, Enrollment, Evaluation, *Independent Study, Investigations, *Part Time Students, *Program Proposals, *Special Degree Programs, Undergraduate Study, Universities, *University Extension

Identifiers—Great Britain, South Africa, Soviet Union

This study focused on developing a rationale for special degree programs to improve access to higher education, and on determining a role for such programs. In an effort to learn if restrictive limitations exist in degree programs, information was obtained from the bulletin of the institution in each state which enrolled the largest number of part time students. A review was also made of past institutional response to the needs of part time students through extension and evening divisions. Next came an examination of innovative programs for part time students in the United States and in the Soviet Union, South Africa, and Great Britain. Finally, a three point rationale using the economic, philosophical, and educational bases of an independent study degree program was constructed, and a program outline was suggested. It was recommended that institutions eliminate administrative and academic restrictions that discriminate against part time students (1/3 of the total student population), and that independent study programs be created for students who either cannot be accommodated in existing degree programs or cannot commit themselves to full time study (Author/LY)

ED 040 364

AC 008 187

Pelton, Arthur Elwood

Financing Residential Adult and Continuing Education.

Nebraska Univ., Lincoln.

Pub Date Jul 69

Note—202p; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-4665, MF \$3.00, Xerography \$10.15)

Document Not Available from EDRS.

Descriptors—*Adult Education, Bibliographies, Comparative Education, Directories, Doctoral Theses, Expenditures, Financial Policy, *Financial Support, Glossaries, Guides, *Higher Education, Information Sources, *Investigations, Publications, *Residential Centers, State Colleges, State Universities

Using a mailed questionnaire survey of administrators, this dissertation examined sources of income, proposed expenditures, and financial practices in publicly supported college and university residential continuing education centers. Data were gathered, organized, and interpreted in terms of well established principles of educational finance as noted in the literature for the United States and several other countries. General findings revealed that residential centers in the United States have assumed the characteristics of a public service agency. Programs are highly adaptive to the expressed interest of participants, and the centers enjoy a close relationship with their clientele. This situation will probably continue because individual participants are the chief source of income for residential centers. These individuals realize the value of lifelong learning and are willing to pay for it. (Author/LY)

ED 040 365

AC 008 189

Pine, Gerald J. Horne, Peter J.

Operation Mainstream; A Report on Problem Solving and the Helping Relationship.

New England Center for Continuing Education, Durham, N.H.

Pub Date 68

Note—96p.

EDRS Price MF-\$0.50 HC-\$4.90

Descriptors—Administrative Organization, *Adult Counseling, Adult Learning, *Counselors, *Depressed Areas (Geographic), Participant Characteristics, Personnel Selection, Problem Solving, Program Evaluation, Rural Areas, *Subprofessionals, *Training

Identifiers—New England, *Operation Mainstream

This report describes counselor aide training activities in the Operation Mainstream project conducted in Vermont, New Hampshire, and Northern Maine. It evaluates the effectiveness of the training program and identifies some significant and effective educational principles, concepts, and techniques. Its overall objective is to suggest a design for educational activities that will impart problem solving and helping skills to nonprofessionals wishing to improve their ability to help others solve their own problems. Content on rural poverty in Northern New England, interaction between counselors and clients, and related matters includes (and is derived from) data consisting largely of opinions and self-reports by

14 Document Resumes

community aides, supervisors, and trainers. The document includes 10 tables and figures, a questionnaire, guidelines for data collection, examples of training schedules, reporting forms, and procedures for selecting aides. (Author/LY)

ED 040 366 AC 008 216
Adult Learning Laboratories in Adult Basic Education. For Use with Out of School Youth and Adults in Continuing Education Classes.

Cincinnati Public Schools, Ohio.

Report No.—Bull-601

Pub Date 70

Note—100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—*Academic Achievement, *Adult Basic Education, Arithmetic, Audiovisual Aids, Conventional Instruction, General Education, Instructional Materials, Instructional Program Divisions, *Learning Laboratories, Out of School Youth, Programed Materials, *Program Evaluation, Public Schools, Reading

Identifiers—Cincinnati (Ohio)

Supported by a grant under Title III of the Elementary and Secondary Education Act, a field project was developed to compare achievement at three levels of instruction (grades 0-3, 4-6, 7-8) in an adult learning laboratory and a sample of traditional adult basic education (ABE) classes during 1968-69. Classes, stressing prevocational readiness and personal growth, had similar class hours, numbers of students, and a representative sample of out of school youth and adults in the Cincinnati Public Schools ABE program. The classes, which focused on learning skills rather than content, offered 100 hours of instruction in language arts, arithmetic, and general education based largely on printed materials. The learning laboratory provided for independent study and individualized instruction through a variety of programed and self-instructional materials as well as audiovisual aids. Much study was accomplished at home in leisure hours. Two major findings were that average gains in test scores showed educational needs being served by both approaches; but that Level 3 gains, being somewhat lower than anticipated, indicate a need for more of both traditional and programed materials. (The document includes 15 tables, cooperating agencies and projects, tests, evaluation procedures, adult centers, methods and materials, equipment, and a list of publishers.) (LY)

ED 040 367 AC 008 219
Clegg, Denzil O.

Professional Improvement Opportunities for Extension Personnel in the Western Region.

Pub Date Aug 69

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—Admission Criteria, Courses, *Educational Opportunities, Educational Responsibility, *Extension Agents, Financial Support, Geographic Regions, Grants, Leave of Absence, Off Campus Facilities, *Professional Continuing Education, Program Length, Questionnaires, Rural Extension, Surveys, University Extension, Workshops

Identifiers—*Cooperative Extension Service, Oregon, Washington (State)

This survey of continuing education opportunities for Cooperative Extension personnel in the 13 western states covered four types of leave programs: sabbatical leave, educational or study leave with pay, leave without pay, and official leave used to study. Data were gathered on duration of leave, percentage of normal salary received, years of employment required for eligibility, kinds of financial support, and whether leaves can be used for graduate study. Residential restrictions (if any), courses, institutes, and workshops on and off campus, staff training and development programs and activities, and responsibility for professional improvement programs were also investigated. Short term continuing education opportunities were plentiful in the region. All 13 states had some program offerings, and there were opportunities to study in programs for regional, national, and international clientele. However, it remains to be determined to what extent Extension personnel participate, or have the opportunity to participate, in the various programs. (The document includes the questionnaire, six tables, a chart of university leave programs, and training schedules for Oregon and Washington.) (Author/LY)

ED 040 368 AC 008 220

Stein, Leonard S.

Survey of St. Louis Area Social Workers on Their Continuing Education Interests.

Saint Louis Univ., Mo. Metropolitan Coll.

Report No.—RR-2

Pub Date Mar 69

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Classroom Techniques, Conferences, Educational Needs, *Interests, Interviews, *Professional Continuing Education, Program Administration, Questionnaires, *Social Workers, Surveys, *Units of Study (Subject Fields)

Identifiers—Saint Louis (Missouri)

In a survey of continuing professional education interests, a questionnaire was mailed to members of the National Association of Social Workers in Greater St. Louis and personal interviews were held with a dozen agency directors and social service department heads. The survey revealed great interest in a continuing education program, and some problems likely to be encountered. Two general kinds of expressed needs emerged: greater depth in basic professional skills, including training in skills not stressed in past professional curriculums; and desire for information on newly developing problem areas. Two subject areas (group process and management, administration and supervision) predominated. Other areas stressed were advanced practice in social casework, social work practice with the disadvantaged, community organization and development, and special problems of adolescents. Classes, followed by conferences, attracted the most interest. Generally, professionals, supervisors, and executives urged classes for systematic coverage of major topics, and brief conferences for topics of current interest. There was also a demand for training of bachelor's level graduates performing social welfare tasks. No clear-cut views emerged on administrative details. (A questionnaire and four tables are included.) (LY)

ED 040 369 AC 008 228

George, Clay E. And Others

Education for Responsibility. Part I. Initiative Taking Behavior. Part 2. Peer Evaluation and Related Data.

Texas Tech. Univ., Lubbock.

Pub Date 69

Note—41p.; two microfiche

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-703-844 and AD-703-845, each priced at MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Academic Performance, *Behavior Patterns, Birth Order, *College Students, Correlation, Factor Analysis, Family (Sociological Unit), *Leadership, *Military Training, *Officer Personnel, Peer Groups, Personnel Evaluation, Research, Self Evaluation, Status

Identifiers—Reserve Officers Training Corps

This report was concerned with educating ROTC cadets to recognize their strengths and weaknesses as mature, responsible adults. Part I described an initial experimental trial of an experience designed to create awareness of any tendency to take responsibility in a group setting. Combinations of initiative taking and tact were examined. Some lack of tact was tolerated by other trainees if it was accompanied by much initiative taking. Moreover, substantial agreement was found between observer and peer reports. Part 2 presented intercorrelations among initiative, positive critical incidents, and negative critical incidents, and the additional variables of grade point average, cadet rank, birth order, family size, and peer evaluation. Two leadership clusters or aspects (Technical Competence and Academics, and Responsibility-Taking) were defined. (The document includes eight tables, four references, data collection forms, and instructions to cadets.) (LY)

ED 040 370 AC 008 232

Siegel, Earl And Others

Determinants of Involvement of the Poor in Public Family Planning Programs. Final Report.

North Carolina Univ., Chapel Hill. School of Public Health.

Pub Date 28 Feb 70

Note—292p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (PB-190-670, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Age Differences, Analysis of Variance, Attitudes, Behavior Patterns, Bibliographies, Contraception, *Disadvantaged Groups, *Family Planning, Family Status, *Females, Knowledge Level, Longitudinal Studies, Marital Status, *Participation, Questionnaires, Race, Socioeconomic Influences, Statistical Data

This study sought to establish the situational, demographic, and psychosocial characteristics, and the knowledge, attitudes, and practices, of low socioeconomic women as related to degree of involvement in a family planning program; and to determine the basic reasons for noninvolvement in the program. As for women newly admitted to the family planning clinic in Mecklenburg County, North Carolina, the decline in age from 1960 to 1967 indicated increasing involvement of women with potentially high fertility. Involvement of eligible white women was relatively low. Previous experience with contraception was reported by only half the enrollees over the span of the program, but male methods may not have been mentioned by some of the women. The interval since last delivery recently declined sharply, indicating more successful involvement of high priority, postpartum women. A significant recent decline in the rate of new admissions to the clinic may indicate a need to re-evaluate recruitment and administrative procedures. (The document includes 14 references, 60 tables and figures, questionnaires, and statistical appendices.) (Author/LY)

ED 040 371 24 AC 008 250

Laub, Julian Martin

The Educational Institution as an Instrument of Change in Rural Community Development Policy: A Study of the Socio-Economic Impact of the College in New York State.

Cornell Univ., Ithaca, N.Y. Dept. of City and Regional Planning.

Bureau No.—BR-8-B-011

Pub Date Jan 70

Contract—OEC-0-8-080011-3487

Note—298p.; Ph.D. Thesis

EDRS Price MF-\$1.25 HC-\$15.00

Descriptors—College Faculty, *Colleges, College Students, Community Planning, *Community Size, Commuting Students, Doctoral Theses, Employees, Employment, Family Income, Housing, Purchasing, Regional Planning, Research, *Rural Development, *Social Influences, *Socioeconomic Influences

Identifiers—Alfred (New York), Cortland (New York), *New York State

When a college is located in a rural area, its input to that community includes social, economic, political, psychological, and physical factors. The prime purpose of this study was to describe the socioeconomic impact of the college on rural communities of New York State, particularly the New York State University College at Alfred (small village) and at Cortland (rural city, 19,181 pop.) and to predict institution-related inputs which were basic to this impact. The interaction and incidence of this input were studied relative to economic factors (purchases of food, clothing, furniture, amusement, and housing); to social factors (politics, local policy, and social ties); and enrollment and commutation of students. Some of the findings were: input for staff members varied with town size in public colleges but was high in private colleges; the proportion of local students commuting varied with surrounding areas but dropped to zero at 35 miles; college purchasing dollars were diffused into the surrounding area particularly when a small town was near a large city; and the college has impact on the town; the town, on the region; and conversely regional development affects the town and the city. (This document will be available from University Microfilms.) (PT)

ED 040 372 24 AC 008 251

Analysis of Seven Special Projects in Adult Basic Education. Final Report.

General Electric Co., Washington, D.C. TEMPO.

Report No.—GE-69-TMP-80

Bureau No.—BR-9-9007

Pub Date Nov 69

Contract—OEC-0-9-099007-4581(010)

Note—71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—*Adult Basic Education, Adult Counseling, *Demonstration Projects, *Educational Innovation, English (Second Language), Evaluation Techniques, Instructional Television, Mexican Americans, Program Evaluation, Recruitment, Regional Programs, Rural Areas, Subprofessionals, Teacher Education, Urban Areas

Identifiers—Adult Basic Education Act of 1966

This report summarizes innovations being developed in seven special adult basic education (ABE) projects: the Washington, D.C. ABE Demonstration Center; Opportunities Industrialization Center pupil recruitment and Adult Armchair Education projects in Philadelphia; Laborers' International Union participation in ABE in Columbus, Ohio; Southwest Cooperative Educational Laboratory televised English instruction in New Mexico for functionally illiterate, transient Mexican Americans; training in adult guidance and counseling by the University of Texas; job related ABE learning centers in Arkansas; and the Morehead State University (Kentucky) ABE demonstration project for the 13 state Appalachia region. Project elements of national significance are identified, and the project settings are described to enable potential users to judge whether they can use paraprofessionals, computer assisted instruction, or other specific innovations. A framework for project review is offered, followed by conclusions and recommendations on classification, project initiation, supervision, information dissemination, implementation of innovations, reporting, and evaluation. (Author/LY)

ED 040 373 AC 008 254

Grunzke, Marvin E. And Others

Comparative Performance of Low-Ability Airmen. Air Force Human Resources Lab., Lackland AFB, Tex.

Pub Date Jan 70

Note—30p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-705-575, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, Bibliographies, Classification, Educational Background, *Enlisted Men, Graduates, Intelligence, *Low Ability Students, *Military Training, *Performance, Race, Recruitment, Research, Technical Education, Tests

Identifiers—*Project 100 000

The military accessions program "Project 100,000," established in 1966, has as one of its goals the yearly enlistment of a minimum of 100,000 men who have previously been declared ineligible for military service because of failure to meet required mental or physical standards. This study was done to evaluate the progress of those marginal ability personnel who enlisted in the United States Air Force. Data were collected on their performance in training and during assignment to jobs throughout the Air Force. Analysis revealed that their job performance and adaptability to the Air Force were lower than for control subjects. (Six references and 28 tables and figures are included.) (Author/LY)

ED 040 374 AL 002 279

Riggs, Virginia

Experiment at Ector; An Oral English Program.

Pub Date 69

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Disadvantaged Youth, *English (Second Language), High School Students, *Language Handicaps, *Language Programs, Mexican Americans, Negro Students, Nonstandard Dialects, Oral English, *Pronunciation Instruction, Tape Recordings, *Ten

This experimental program in oral English at the Ector High School in Odessa, Texas is designed primarily to help the minority group, disadvantaged, high school student who is a potential dropout. During the three weeks of orientation, 97 students were introduced to the daily metropolitan newspaper which served as the stimulus material and were informed that in this non-traditional course they would be using office-type (IBM Executive Dictating) machines. During the fourth week, the rationale and objectives were explained. It was made clear that the degree of change in the students' speech would be limited to those deviations which actually constitute a handicap. All that is necessary to per-

sue a student to recognize and acknowledge that a problem exists is to have him recall the number of times he was asked to repeat what he had said because his listener failed to understand him. (The instructor must first create a climate of respect for the student's culture, however, or this may invite disaster by making the student defensive.) The course work progressed from writing everything down before dictating, to deliberating before responding, to spontaneous response. As specific deviations were identified, special drills were designed for practice in standard pronunciation. Each student recorded at least twice weekly for auditing with the instructor. Evaluation of the tapes showed "considerable progress." (AMM)

ED 040 375 AL 002 356

Tiee, Henry Hung-yeh

The Function of the Retroflexed Suffix -r in the Morphological Process of Mandarin Chinese.

Pub Date [70]

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Form Classes (Languages), Language Typology, *Mandarin Chinese, *Morphology (Languages), *Suffixes

Chinese has been classified as an "isolating" language which expresses grammatical relation with few or no bound inflectional forms and many fixed syntactic constructions. The basis for this notion chiefly originated from the nature of Chinese monosyllabic structures and the relation of syntactic to morphological phenomena. Mandarin Chinese, however, does have bound grammatical morphemes, but their presence is less evident in the writing system than in connected speech. Chinese often uses various types of affixation as an important tool in morphological processes. The retroflexed suffix -r, described in this paper, is a characteristic feature of Mandarin Chinese and is one of the most important affixational devices in Mandarin morphological processes. It serves to indicate a semantic change from the stem word and to change certain form classes into nominals, verbs, adjectives, and adverbs. Not only does it enrich the lexicon of the language, but it also colors connected speech more vividly. (Author/AMM)

ED 040 376 AL 002 369

Schmidt-Mackey, Ilonka

The Cyrillic Alphabet; A Programmed, Self-Teaching Introduction to the Reading of Russian, Ukrainian, Serbian and Bulgarian.

Pub Date 69

Note—48p.

Available from—Marcel Didier, 1442 Avenue McGill College, Montreal, P.Q., Canada

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, Bulgarian, *Cyrillic Alphabet, *Programmed Instruction, *Reading Development, *Reading Skills, Russian, Ukrainian, Workbooks, *Writing

Identifiers—Serbian

This programmed, self-teaching workbook is designed to serve as a simple and efficient introduction to the reading of languages written in a Cyrillic alphabet, languages such as Russian, Ukrainian, Serbian, and Bulgarian. It is limited to the acquisition of letter recognition and is not concerned with problems of writing, grammar, vocabulary, or pronunciation. Some indication, however, is given of the sound values of each of the letters in order to help the learner remember them. The guide word on top of each page indicates the phonetic value which comes nearest to English. One letter is introduced at a time, chosen because of its relative facility, frequency and importance, while combining it with the letters already learned. Examples are chosen from cognates likely to be known in English, words which appear in a similar form in most Slavic languages. This workbook may be used with any beginning language text book. In reading methods and all-skill methods, it may be used as a preparatory pre-course; in oral methods, it should be brought in at the point where reading is first introduced. (Prior to publication, several versions of this programmed pre-course were tried on different groups of beginning students in Russian over a period of ten years.) (AMM)

ED 040 377 AL 002 377

Nguyen Dang Liem

Problems of Establishing Low-Enrollment Asian Language Programs.

Pub Date Jun 70

Note—14p.; Paper presented at the ASPAC 70 Conference, Mexico, June 24-27, 1970

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Audiolingual Methods, *Cross Cultural Studies, *Cross Cultural Training, Language and Area Centers, *Language Instruction, *Language Programs, Second Language Learning, *Sino Tibetan Languages

Since the learning of a foreign language is the key to the intellectual, artistic and literary riches of a nation, its value in general education is undeniable. The aims of the presently advocated Asian language programs lie in the concept of applying modern linguistics and cross-cultural studies to the planning of foreign language teaching programs. The two-year Asian language programs will be composed of a Pre-Speech Phase and an Active Phase, and will feature regular proficiency examinations. The lessons will be contextually based, experimentally relevant, and culturally informative. The personnel will consist of a professional coordinator trained in aural-oral methodology and cross-cultural studies, and native master-drillers for the languages being taught. Close international cooperation is advocated for Asian language teaching centers to exchange ideas, specialists, and study teams. (Author/AMM)

ED 040 378 AL 002 396

Leibowitz, Arnold H.

English Literacy: Legal Sanction for Discrimination.

Pub Date 69

Note—61p.

Journal Cit—Notre Dame Lawyer; v45 n1 p7-67 Fall 1969

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—*Discriminatory Legislation, *English, *English (Second Language), Federal Legislation, *Language Role, Language Tests, *Literacy, Non English Speaking, State Legislation, Voter Registration

The thesis of this article is that, in general, English literacy tests and other statutory sanctions applied in favor of English were originally formulated as an indirect but effective means of achieving discrimination on the basis of race, creed, or color. Many such provisions in the law are anachronistic, having only historical interest today, while others retain their vigor and continue to operate in a discriminatory manner. A few contribute to the "official" character that English enjoys in our society or to the health and safety of the operation of certain institutions. These have continuing legal and political validity. (Discussed in detail are English literacy requirements in the light of state regulation, number of people affected, federal regulation, and early federal practice; English literacy as a condition of voting; English literacy as a condition of business activity; English literacy in legal proceedings, English as the exclusive language of the American school system; and the special case of Puerto Rico. Appended are notes on U.S. statutory and constitutional requirements concerning English in each state.) (Author/AMM)

ED 040 379 AL 002 398

Feldman, David M.

Programmed Learning and Computer-Assisted Instruction in Foreign Languages.

Pub Date 70

Note—83p.

Available from—Dept. of Linguistics, California State College, Fullerton, California 92631 (\$1.35)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Instructional Materials, *Language Instruction, Portuguese, *Programmed Instruction, Spanish, Teaching Methods

Following an introductory review of foreign language teaching since the Second World War, the author discusses the cybernetic aspects and psychological basis of instructional technology; programmed learning/computer-assisted instruction and behavioral objectives; hardware versus software; linear programming; branching programs; programming verbal subject matter; a sample hardware installation, automated teaching in an overall program, and cost. (Sample material from lessons in Portuguese phonology for Spanish speakers is used as illustration. A six-page bibliography is appended. (AMM)

ED 040 380 AL 002 404
 Duffy, Carolyn B.
 Foreign Language Teaching: A Brief State of the Art.

Pub Date [70]

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Applied Linguistics, Bilingualism, Interdisciplinary Approach, *Language Instruction, *Learning Theories, *Linguistic Theory, Material Development, Psycholinguistics, *Second Language Learning, Sociolinguistics, *Teaching Methods, Transformation Generative Grammar

Foreign language teaching is currently in a state of flux, as is natural when any discipline is undergoing basic theoretical and procedural revision. The behaviorist trends applied to the audio-lingual habit theory were a major breakthrough for foreign language teaching, and skills ignored by the grammar-translation method were brought to the fore. Today, joint research in linguistics, sociology, and psychology has resulted in a much more complete and comprehensive statement as to the nature of language itself, the nature of learning a language, and the nature of language functioning within society. The author discusses some of these findings and how they could be integrated into a new foreign language teaching methodology and consequent classroom procedures. A "possible class schema" for foreign language instruction concludes this paper. (AMM)

ED 040 381 AL 002 405
 Morin, Yves Ch.

Computer Experiments in Transformational Grammar; French I. Department of Computer and Communication Sciences Natural Language Studies No. 3.

Michigan Univ., Ann Arbor. Dept. of Computer and Communication Sciences.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Dec 69

Note—98p.

Available from—Phonetics Laboratory, University of Michigan, Ann Arbor, Michigan 48104

Document Not Available from EDRS.

Descriptors—*Computational Linguistics, *French, Phrase Structure, *Transformation Generative Grammar, Transformations (Language)

Described in this paper is the implementation of Querido's French grammar ("Grammaire I, Description transformationnelle d'un sous-ensemble du Français," 1969) on the computer system for transformational grammar at the University of Michigan (Friedman 1969). The purpose was to demonstrate the ease of transcribing a relative formal grammar into the notation of the system. The original grammar aimed only at describing the phrase structure and transformations of a subset of French; it was necessary to build a lexicon containing some contextual features, redundancy rules and entries. Some phrase-structure rules and transformations seemed best represented as contextual features or redundancy rules. The grammar was modified accordingly, and bears little resemblance to the original one. This is not a criticism of the original grammar, which offered a starting point essential to this study. The method used exemplifies the tutorial value of the system for computational linguistics. Whenever a rule was modified, the repercussions on the whole grammar were tested immediately. This paper does not mention the modifications made but presents the final modified grammar and some of its shortcomings. (See ED 034 209 for Friedman's "A Computer System for Transformational Grammar.") (AMM)

ED 040 382 AL 002 426
 Fuller, Georgia W.

Classroom Application of Recent Linguistic Theory and Research.

Pub Date 22 May 70

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—*Applied Linguistics, Audiolingual Methods, Bilingualism, Intonation, *Language Instruction, *Linguistic Theory, Pattern Drills (Language), Psycholinguistics, *Second Language Learning, Sociolinguistics, Spanish, *Teaching Methods

The author reviews some recent theories, experiments, and observations in psychology and

psycholinguistics which challenge the basic assumptions of the audio-lingual method of foreign language teaching: Language learning is habit formation, requiring analogy rather than analysis; meaning can be learned only in the matrix of allusions to the culture in which the language is used; language should be heard and spoken before being read and written. The "errorless habit formation" of the audio-lingual approach is being replaced with the new theory of hypotheses construction. The importance of analysis is being realized, as is the necessity of personal and situational meaning in language materials. Every language has its set of sociolinguistic as well as linguistic rules, which are, by themselves, a distinct means of communication. The study of bilingualism aids the analysis of the systematic nature of the functioning of sociolinguistic rules (which include alternation, sequencing, and co-occurrence rules). Teachers must instruct students in bilingual behavior and must establish a set of priorities and instruct according to these values. Sample intonation and word drills and grammar hypotheses, based on the vocabulary and structure in Lesson I of M.E. Gowland's "Espanol Primer Curso," are appended. (AMM)

ED 040 383 AL 002 427

Akiyama, Nobuo Flamm, Carol S.

Nucleus Course in Japanese.

Institute of Modern Languages, Inc., Washington, D.C.

Pub Date 70

Note—279p. 2vols

Available from—Publications Division, Institute of Modern Languages, 2129 S Street, N.W., Washington, D.C. 20008 (Text \$2.95 Tape Book \$1.25 Set of 20 tapes (3.75 frys) \$75.00)

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, *Instructional Materials, *Japanese, *Language Instruction, Pattern Drills (Language), Romanization, Tape Recordings, Workbooks, Writing Identifiers—*Situational Reinforcement

The "Nucleus Course in Japanese," based on the Institute of Modern Languages' "Situational Reinforcement" approach, is designed for 80 to 100 hours of instruction. Each lesson has several sections—Response drills, Appropriate Response Sequence, and Reading. Most of the lessons also include optional sections with Sentences for Repetition or a Structure Note. The text is accompanied by tapes and a tapebook, which may also be used alone as a workbook for homework assignments. All material in these two volumes appears in both Romanci and Japanese characters. (See ED 024 935 for a description of the Situational Reinforcement rationale.) (AMM)

ED 040 384 AL 002 435

Hayes, Alfred S. Vis, Joan

Language Research in Progress: Report No. 10, June 1970: A Cross-Referenced List of Documented Language Research Projects Current January-June 1970.

Center for Applied Linguistics, Washington, D.C.

Pub Date Jun 70

Note—71p.

Available from—Catherine Hollan, Language Information Network and Clearinghouse System Project, Center for Applied Linguistics, 1717 Mass Ave., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—Applied Linguistics, Computational Linguistics, Contrastive Linguistics, *Language Research, *Linguistics, Psycholinguistics, *Research Projects, *Research Reviews (Publications), Sociolinguistics, *Uncommonly Taught Languages

This is the tenth report in the Language Research In Progress (LRIP) series, superseding reports 1-9. LRIP 10 lists 469 language-related research projects in progress between November 1969 and June 1970 for which documentation is available. The report is indexed by topic, principal investigator, and location of the project in the United States or abroad. Copies of LRIP 10 and resumes of all the projects listed here are available on request from Catherine Hollan, LINCOS, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 (JD)

ED 040 385 AL 002 436

Streiff, Paul R.

Some Criteria for Designing Evaluation of TESOL Programs.

Pub Date Mar 70

Note—20p.; Paper given at the fourth annual TESOL Convention, San Francisco, California, March 18-21, 1970

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*English (Second Language), Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Objectives, Performance Specifications, *Program Evaluation, Standards

The author discusses the growing body of information in which can be found criteria for applying evaluation procedures to programs in TESOL (teaching English to speakers of other languages). One problem is that often educational goals are not stated explicitly or specifically; implicitly stated or implied goals are difficult to communicate to others or to analyze. Evaluation goals should be distinguished from the roles evaluation may play, which may be as part of (1) teaching training activity; (2) curriculum development; (3) field experiments in learning theories; (4) selection of materials; and (5) reward or punishment; e.g., in an executive training program. Evaluation may also have a role in on-going curriculum improvement raising such questions as "Is the curriculum at this point getting across the intended instructional objectives?" "Is it taking too large a proportion of the available time?" Evaluation needs in TESOL are extremely varied, in terms of target population and objectives and the roles evaluation is asked to assume within situations. There is a need for people within the TESOL Association to become better informed in matters of evaluation. A Center of Evaluation of TESOL Programs should be established by the TESOL Association as a "matter of urgency and self-interest." (AMM)

ED 040 386 24 AL 002 437

Hass, Wilbur A.

The Psychological Reality of Different Types of Phonological Change.

National Lab. on Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—Doc-707060G-BB-U-27

Bureau No.—BR-7-0706

Pub Date Apr 70

Contract—OEC-3-7-0706-3118

Note—13p.; Informal Paper

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Adult Characteristics, *Age Differences, *Child Language, Developmental Psychology, Diachronic Linguistics, Language Development, Maturation, *Phonology, *Psycholinguistics, *Transformation Generative Grammar

This paper discusses the interpretation of data on two types of phonological change: change in language over time in the culture, and change in the development of the individual speaker, and examines the position that these two sorts of change interact in a certain way in relation to phonological structure. If one conceives of phonology as a finite set of ordered rules which relate surface syntactic structure to the phonetic descriptions of a language, there are three obvious potential ways for it to change: a rule can be added or deleted, changed, or reordered. Assumed is that phonological rules present certain stable characteristics of the individual's perceptual-motor operations and provide the natural central units for the processing of language sounds. The changes present in "phonological drift" have been thought to represent the typical contribution of children during initial language acquisition; they are not found in adults, who are less able to reconstruct basic aspects of their phonological system. The typically adult form of sound change, rule addition or deletion, is not found in children, who are built so that they organize rather than add. Adults have much more greater control over the form of the language. The program of psycholinguistic investigation sketched here for phonology needs to be carried out for other parts of the grammar as well. (Author/AMM)

ED 040 387 AL 002 439

McDavid, Raven I., Jr.

Teaching Standard English to Non-Standard Speakers.

Pub Date 26 Nov 63

Note—4p.; Notes on a talk given at the NCTE Pre-Convention Workshop, November 26, 1963, San Francisco, California

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Dialect Studies, Language Role, *Negro Dialects, Social Dialects, Standard Spoken Usage, *Tent

The situation in the U.S. is different from that in England, France and other European countries: in each of those countries there is something that is known as the standard language, and a number of dialects apart from the standard language. There is also a rather close consensus on what the standard dialect is (especially on phonological lines). The situation in the U.S. is more complicated regarding standard speech. Several regional varieties exist, and within these are social varieties. There are, in addition, groups of people who speak a variety of English heavily enlarded with some other language. The most critical problem is the Negro in the large city slums whose speech is marked by striking phonological differences. The individual speaker will have to choose whether he wants to substitute the speech habits of the dominant culture for the habits of his own nonstandard dialect. The choice should be made available to him; he should not be made to live imprisoned with the nonstandard dialect all his life through lack of opportunity to move out of it into the standard dialect if he deems the move advantageous. More research, such as noted briefly here, is needed in analyzing white and Negro speech, before the standard dialect can be effectively taught. (Author/AMM)

ED 040 388 AL 002 440

Burr, Helen G., Ed.
The Aphasic Adult: Evaluation and Rehabilitation. Virginia Univ., Charlottesville. Dept. of Speech Pathology and Audiology Research Lab. Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date 64
Note—196p.; Proceedings of a short course, University of Virginia, Charlottesville, Va., December 3-6, 1963

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Adults, *Aphasia, Language Learning Levels, Language Skills, Linguistic Theory, *Rehabilitation, Speech Evaluation, Speech Handicapped, *Speech Therapy

The purpose of the course on aphasia in adults, from which these proceedings resulted, was to increase the knowledge and skill of professional persons who are actively engaged in the areas of aphasia: in research, rehabilitation, or teaching. The course was jointly sponsored by the University of Virginia and the Vocational Rehabilitation Administration, and was presented at the University of Virginia and the Woodrow Wilson Rehabilitation Center on December 3-6, 1963. The first section of this compilation, "The Nature of Aphasia," contains papers by J. Eisenson, W.G. Hardy, H. Goodglass, W.E. Castle, and W. Reise. The second section, "The Evaluation of the Aphasic Adult," contains papers by F. Dreffuss, J. Eisenson, J. Lore, and H. Goodglass. "The Treatment of the Aphasic Adult," the third section, contains papers by C. Reedy, J.H. Allan, R.M. Hoover, H. Goodglass, J. Eisenson, P. Breeding, M. Taylor, and R. Stoudt, and a joint evaluation of progress by J. Eisenson, W.G. Hardy, and M. Taylor. "Directions in Research on Aphasia," the final section, contains commentaries by F. Dreffuss, H. Goodglass, M. Taylor, W.G. Hardy, and J. Eisenson. A roster of participants concludes the proceedings. [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 040 389 AL 002 442

Imhoof, Maurice
The Preparation of Language Arts Teachers for Ghetto Schools.
Pub Date Mar 70

Note—10p.; Paper given at the fourth annual TESOL Convention, San Francisco, California, March 18-21, 1970

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Disadvantaged Youth, *Language Arts, Language Role, *Teacher Education, Teacher Qualifications, *Ten, Urban Education

Language arts teachers cannot handle the problems of the disadvantaged children of the ghetto because they cannot understand the language of the children well enough to evaluate the abilities of the children or create activities which would improve the quality of language experience for the child. It is possible to provide language arts teachers for ghetto schools with an academic experience which has immediate applications in the classroom. Thorough linguistic knowledge is

the primary requisite for a sound language arts teacher-training program. Two courses would give minimum preparation in this area: one dealing with the nature of language and one on urban dialects. Standard English should be taught; the student must be given the language skills which will enable him to alternate between the dialect of his peers, his home, his teachers, and his books. The language arts teacher in the ghetto school should (1) be familiar with ghetto culture; (2) study black English, but not necessarily as a means of communication with his students or the community; (3) learn about the family and community structures; (4) study the effects of poverty; and (5) study the peer group relations and different learning styles of ghetto children. A successful ghetto teacher must be resourceful, have magnetism, possess self-knowledge, and reflect love. (AMM)

ED 040 390 AL 002 443

Chiu, Rosaline Kwan-wai
Language Contact and Language Planning in China (1900-1967). A Selected Bibliography. International Centre for Research on Bilingualism, Quebec (Canada).
Pub Date 70
Note—273p.

Available from—International Center for Research on Bilingualism, Laval University, Quebec, P.Q., Canada
Document Not Available from EDRS.

Descriptors—*Bibliographies, *Chinese, Contrastive Linguistics, *Dialect Studies, *Language Planning, Language Role, *Language Standardization, Language Typology, Mutual Intelligibility, Regional Dialects, Sociolinguistics, Standard Spoken Usage, Synchronic Linguistics

Identifiers—Language Contact, Loan Words

The present volume deals specifically with language contact, dialect contact, and standardization. The scope of the documentation is defined by the policy that the research was to be done exclusively from primary sources. Five hundred ten titles, selected from 71 monographs, journals, and periodicals published in China and parts of Southeast Asia between 1900 and 1967 are included. Wherever possible, the following information appears in each entry: author's name, title of article, and name of publication in Pinyin transliteration and Chinese characters; title of article in English translation; and publication information in English. The titles are classified under (1) Dialects; (2) Standardization of the Chinese Language; (3) Minority Languages; and (4) Loan Words. An author index, and listing of reference sources, including information on the number of issues examined, concludes this work. (AMM)

ED 040 391 AL 002 445

Taylor, Thomasine
English Language Proficiency for Fourth and Fifth Grade Spanish-Speaking Children.
Pub Date Mar 70

Note—13p.; Paper given at the fourth annual TESOL Convention, San Francisco, California, March 18-21, 1970

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Bilingual Education, Culturally Disadvantaged, *English (Second Language), *Experimental Programs, Grade 4, Grade 5, *Language Tests, *Spanish Speaking

Identifiers—San Antonio Independent School District

An experimental program designed to develop oral language (English) was started in the San Antonio Independent School District in 1964 and included 28 first grade classrooms of culturally deprived urban Spanish-speaking children. Classrooms were designated as Oral-Aural English, with intensive English one hour daily; Oral-Aural Spanish, with intensive Spanish one hour daily; and Non Oral Aural (which was merged with O-AE and O-AS after two years. Ott's study, 1967, showed superior gains made by the experimental groups in the first grade, but these findings were not predictive of continued superiority through the intermediate grades. The author's study (her doctoral dissertation, University of Texas at Austin, January 1969, of which the present paper is an abstract) was designed to analyze the cumulative effects of instruction on children receiving continuous treatment over a period of years. Conclusions remain unexplained as to why the scores of children receiving Spanish treatment excelled the other treatment groups when the

criterion was English proficiency. A possible reason is that hearing one's own language amplifies the phonemic and syntactical contrasts between English and Spanish, thus making it easier for Spanish speakers to learn English. (AMM)

ED 040 392 AL 002 446

Kaplan, Robert B.
Up From the Grass Roots (With Muddy Feet): or, The Race Against Obsolescence.
Pub Date Mar 70

Note—7p.; Paper given at the fourth annual TESOL Convention, March 18-21, San Francisco, California

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Affiliation Need, *Applied Linguistics, *English (Second Language), Inservice Teacher Education, National Organizations, *Professional Associations, Teacher Associations, Teacher Education, Teacher Improvement, *Teaching Methods

In a relatively short period of time, language teaching has been inundated with audio-lingual technique, descriptive linguistics, contrastive analysis, structural linguistics, immediate-constituent analysis, transformational-generative linguistics, the Roberts Series, contrastive rhetoric, bilingualism, and bidialectalism. It takes a teacher's full time just to keep up with the jargon. Many language teachers, particularly those trained in English as a second language, have come to have a certain faith in the audio-lingual technique in language teaching. That technique has been challenged; learning psychologists and psycholinguists have demonstrated that it is based upon a faulty hypothesis. Not only is the ESL teacher often accidentally assigned and inadequately prepared, but he is expected to perform miracles. All these problems, which have not been solved by a national organization, cannot be solved by a local professional organization, but certain activities on the part of a local organization should help: a local newsletter, an annual bibliography of materials, a current listing of academic programs, and a listing of skilled professionals who can serve as consultants on a local level. Other activities that an affiliate organization can undertake to maintain or upgrade the professional status of ESL teachers are also pointed out. (Author/AMM)

ED 040 393 AL 002 447

Kreidler, Carol J., Ed. Pedtke, Dorothy A., Ed.
Teaching English to Speakers of Other Languages; United States Activities: 1969.

Center for Applied Linguistics, Washington, D.C. English for Speakers of Other Languages Program.

Pub Date Jun 70

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*English (Second Language), Instructional Materials, *Language Instruction, *Language Programs, *National Surveys, *Teacher Education, Testing

The following report summarizes a number of United States activities in or related to the teaching of English to speakers of other languages. The report, while not exhaustive, attempts to be representative. (Mention has been omitted of projects which dealt only or chiefly with the teaching of standard English to speakers of other dialects.) Sources of information include reports from federal, state, and city government agencies; universities, foundations, and other private organizations; articles and notices in newsletters and professional journals; brochures; and personal contact. Sections cover (1) English language teaching and teacher training in the United States; (2) English language teaching and teacher training overseas; and (3) materials, testing and research. An index of organizations and addresses is appended. This report is usually prepared by the English for Speakers of Other Languages Program of the Center for Applied Linguistics as part of the American presentation at the International Conference on Second Language Problems (which did not meet in 1970). For previous reports, see ED 018 788 and ED 030 115. (AMM)

ED 040 394 AL 002 448

de Lima Junior, Marion
Some Pronunciation Problems.
Pub Date May 70

Note—6p.; Appears in *English Teaching, A Regular Bulletin for Teachers of English in Brazil*, May 1970

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Contrastive Linguistics, *English (Second Language), *Portuguese, *Pronunciation Instruction

The author discusses a number of common pronunciation difficulties for speakers of Brazilian Portuguese learning English. She recommends that the teacher first explain and demonstrate the correct articulation and then drill the sounds in minimal contrasting pairs. Examples of short dialogues, sentences, and rhymes are given here to illustrate their use in teaching specific problem sounds. (JD)

ED 040 395

AL 002 449

Bocaz de Arriagada, Aura
TEFL and Language Ontogeny.
Pub Date May 70

Note—4p.; Appears in *English Teaching, A Regular Bulletin for Teachers of English in Brazil*, May 1970

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Applied Linguistics, *Child Language, *English (Second Language), Language Development, Language Learning Levels, Language Universals, *Material Development, *Phonology, *Second Language Learning

The author discusses "the parallels between learning English as a foreign language and learning English as a native language and their relevance for the construction of appropriate teaching materials." Four postulates or language universals are presented about the order in which children learn the phonological features of their native language (after Jakobson). The author concludes that "certain phonemes are either more easily perceived visually or acoustically or...are more easily reproduced physiologically." The textbook writer, therefore, should grade English (or other foreign language) teaching materials to reflect this natural order of difficulty. (JD)

ED 040 396

AL 002 450

Slager, William R., Ed. Madsen, Betty M., Ed.
English for American Indians: A Newsletter of the Office of Education Programs, Bureau of Indian Affairs, United States Department of the Interior.

Utah Univ., Salt Lake City.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 70

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—*American Indians, Annotated Bibliographies, Anthologies, Beginning Reading, Bilingual Education, Cultural Context, *English (Second Language), Instructional Materials, Navaho, *Reading Instruction, *Reading Materials, *Reading Programs, Reference Materials, Second Language Learning, Teaching Methods, Text, Textbook Evaluation, Writing

This Bureau of Indian Affairs publication focuses on the problems of beginning reading in English. Ralph Robinett's "The Teaching of English Reading to American Indian Children" discusses basic premises and approaches to reading for speakers of English as a second language or as a standard dialect. The "Information Exchange" describes projects and reports primarily concerned with the Navajo—a reading study, a reading survey, a kindergarten program, and an orthography conference. Reviewed also are articles by Roger Shuy, William Labov, and Ronald Wardhaugh, and an anthology edited by A. C. Aarons, B. Y. Gordon, and W. A. Stewart. The subjects reviewed cover reading materials, problems, and instruction, and linguistic-cultural differences in American education. The "Materials" section describes the Sullivan Programmed Readers, the Miami Linguistic Readers, the Alaskan Readers, and readers for Cherokee, Hopi, and Apache. See ED 026 629, ED 027 546, and ED 029 298 for the first three "English for American Indians" publications. (AMM)

ED 040 397

AL 002 451

Ioannou, A. Papadopoulos, A. S.

English Now.

Pub Date 68

Note—597p.; 4 vols

Available from—Longmans, Green and Company, Ltd., 119 West 40th Street, New York, N. Y. 10017

Document Not Available from EDRS.

Descriptors—Elementary Grades, *English (Second Language), Illustrations, *Instructional Materials, *Language Instruction, Secondary Grades, Tape Recordings, *Teaching Guides

This audio-visuo-oral course in English as a second or foreign language is aimed to provide a full year's work for classes of beginners in elementary or high schools. It may also be used for learners outside these age-groups or for remedial or review work. The material is systematically graded and limited to approximately lexical items. The course consists of four volumes: a picture book designed to provide extensive group-work; a drill book for the teacher; a reading book presenting the written forms of the structural and lexical content of the course after it has been introduced orally; and a workbook providing the material for writing practice, to further consolidate the patterns established through the drill book. The course is accompanied by tapes. (AMM)

ED 040 398

AL 002 452

Dobson, Julia

Try One of My Games.

Pub Date [70]

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Classroom Games, Classroom Techniques, *English (Second Language), *English Instruction, *Instructional Materials, *Language Instruction, Large Group Instruction, Oral English, Small Group Instruction, Spelling Instruction, Teaching Techniques, Vocabulary Development

A good language game is one that (1) requires little or no advance preparation, (2) is easy to play and yet provides the student with an intellectual challenge, (3) is short enough to occupy a convenient space during the class period, (4) entertains the students but does not cause the class to get out of control, and (5) requires no time-consuming correction of written responses afterward. The 15 games described here are classified according to size of class—Large (40-80), Medium (20-40), Small (6-20), and Very Small (up to 6); according to the level of English proficiency (Elementary, Intermediate, and Advanced); and the language nature of the game (Pronunciation, Vocabulary, Grammar, Spelling, Numbers, or Rhymes). General suggestions concerning the introducing of gameplaying in the classroom, selecting and directing appropriate games, as well as specific instructions for playing each game are given. (AMM)

ED 040 399

AL 002 453

Croft, Kenneth

Some Co-occurrences in American Cliches.

Pub Date [70]

Note—3p.; Slightly revised version of article appearing in *TESOL Quarterly*, v1 n2 June 1967, p47-49

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—American English, Association (Psychological), *Cliches, Cultural Background, *English (Second Language), *Language Patterns, Paired Associate Learning, *Standard Spoken Usage

Identifiers—Cooccurrence

A number of "language" matters that students of English as a second language need to learn about are not treated in textbooks at all. Many of these are partly linguistic in nature and partly non-linguistic, involving other aspects of culture. One such matter is the cliché. For the native speaker of any language, a cliché is an expression which has lost its original freshness and force through repeated use and familiarity. The native speaker does not need to "learn" clichés or practice using them. The student learning a foreign language, however, should seek to master clichés just as he seeks to master the structural patterns and vocabulary of the language—learning the commonly used forms and everyday expressions before he attempts to go on to more exceptional usages. Presented here is a fill-in-the-blank exercise in word association with samples of pairs with "and" ("husband and wife"); pairs with "or" ("same or different"); triplets with "and" ("red, white, and blue"); similes with "as" ("blind as a bat"); and similes with "like" ("grows like a bear"). (AMM)

ED 040 400

AL 002 455

Australian Institute of Aboriginal Studies
Catalogue of Tape Archive No. 6.

Australian Inst. of Aboriginal Studies, Canberra.

Pub Date May 70

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Archives, *Australian Aboriginal Languages, *Catalogs, Cultural Factors, Ethnic Studies, *Folk Culture, Language Research, Music, Reference Materials, *Tape Recordings

The aboriginal studies listed in this catalogue are indexed according to language/tribe and subject (linguistic studies, myths and stories, songs and dances, songs and music, and speech). Entries are listed alphabetically under the depositor's name. Language/tribe headings are from the Institute's Preliminary Tribal Index. Summaries are brief but in most cases additional information is available varying from full transcripts to short descriptive notes. Archive tapes are recorded on 7 inch (18cm) spools of BASF LGS 52 Standard tape. The recording speed is 3 and 3/4 inches (9.5cm) per second unless otherwise indicated, and on twin tracks. Copies supplied will be made on an Ampex PR10 copier. Information concerning catalogue format, depositor's options, and conditions determining the availability of copies of tapes may be found in Catalogue Number 1. (Catalogue Number 1 and other catalogues not available through the ERIC system may be obtained by writing to the Australian Institute of Aboriginal Studies, P.O. Box 533, Canberra City, A.C.T. 2601, Australia.) (AMM)

ED 040 401

24

AL 002 458

Fredrick, Wayne C. And Others

Analysis of the Linguistic Ability Test, Grades 4 & 6.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-121

Bureau No.—BR-5-0216

Pub Date Mar 70

Contract—OEC-5-10-154

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Elementary School Students, Grade 4, Grade 6, Language Ability, Language Learning Levels, *Language Tests, *Psycholinguistics, Test Construction, *Testing, Test Reliability, Test Validity, Verbal Ability, Verbal Learning

Identifiers—*Linguistic Ability Test

The conceptualization of the term "psycholinguistic ability" led to the definition of an area of language behavior that is not well represented in achievement tests in English nor in existing tests of verbal intelligence. Thus, the Linguistic Ability Test (LAT) was designed, pilot-tested, revised, and field-tested in an attempt to measure the skills implied by psycholinguistic ability. The field testing involved 106 fourth- and 105 sixth-grade students whose mean IQ score was 104.6 points. The LAT showed very high reliability (Hoyt internal consistency) at both grade levels. The item analysis data are presented for the entire test (148 items) as well as for the 15 subsections of the test. Mean scores at each grade level and for male and female subjects are given as well as the intercorrelations of the 15 subsections, the total test, and Otis IQ score. The future importance of the LAT is projected. The test, along with its planned revisions, is included in the report. (Author/JD)

ED 040 402

AL 002 459

Intensive Course in English.

English Language Services, Inc., Washington, D.C.

Pub Date 69

Note—1,433p.; 8 vols

Available from—English Language Services, Division of Washington Educational Research Associates, Inc., 12216 Parklawn Drive, Rockville, MD 20852

Document Not Available from EDRS.

Descriptors—*Audiovisual Methods, *English (Second Language), *Instructional Materials, *Intensive Language Courses, *Language Instruction, Pattern Drills (Language), Remedial Reading, Tape Recordings, *Teaching Methods, Text

The "Intensive Course in English" is a series of six books: Elementary, Part I; Elementary Part 2; Intermediate (Volume I); Advanced I (Volume II); Advanced 2 (Volume III); Specialized Studies (Volume IV—Education), and 250 pre-recorded tapes. This series was designed for use in programs with emphasis in oral-aural training, and

the development of basic reading and comprehension skills in English. Intended primarily for adults, the series may also be used with secondary school level foreign students and with native speakers of English desiring to acquire an acceptable standard dialect. Any of the books may be used independently of the others, either in intensive training programs (e.g., 30 hours per week) or in regular non-intensive courses. The Teacher's Manual accompanying Elementary Parts 1 and 2 contains a general section on language teaching methodology, a detailed description of the first two books, and a guide to use of the materials in the classroom and language laboratory. A description of the materials in the remaining four books, and a guide to use of the materials in teaching is given in the Introduction in each book. The Instructor's Supplement for Specialized Studies contains a key to materials recorded on tape which do not appear in written form in the text. (Additional materials at intermediate level and a graded readers series are in preparation.) (AMM)

ED 040 403 48 AL 002 460

Yates, Warren G. Tryon, Absorn
Thai Basic Course. Volume 1 and Volume 2.
Foreign Service Inst. (Dept. of State), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-7-0541
Pub Date 70

Contract—OEC-2-7-070541-3000
Note—850p.; Vol. 1—428p., Vol. 2—422p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.75 each volume)

EDRS Price MF-\$3.25 HC Not Available from EDRS.

Descriptors—Audiolingual Methods, Basic Skills, Basic Vocabulary, *Instructional Materials, Intonation, *Language Instruction, Phonetic Transcription, *Phonology, Programed Materials, Standard Spoken Usage, Tape Recordings, *Thai

The 40 lessons in these two volumes and the accompanying tape recordings are designed to teach standard spoken Thai to Foreign Service Officers and other American Government personnel. After completing the "Programed Introduction to Thai Phonology," the student should be able to read the phonemic transcription in which all Thai material is presented. Each lesson is composed of: a Basic Dialog (in transcription and English translation), Notes on the Dialog (information about Thai culture), Grammar Notes (nontechnical explanations to be studied outside of class), Drills (practice on particular grammatical patterns), Exercises (opportunities for the student to use Thai to communicate in a realistic situation), and a Vocabulary list. A Comprehensive Glossary at the end of Volume 1 contains the 1,400 Thai words presented in that volume. Volume 2 is made up of lessons 21 through 40. A third volume is planned. The authors have made use of R. B. Noss' "Thai Reference Grammar," ED 010 347. The tape recordings, which are an integral part of the course, are available from the Sales Branch, National Audiovisual Center (GSA), Washington, D.C. 20409. (JD)

ED 040 404 AL 002 467

Fishman, Joshua A.
Bilingual Education in Sociolinguistic Perspective.
Pub Date Mar 70

Note—14p.; Paper presented at the fourth annual TESOL Convention, San Francisco, California, March 18-21, 1970

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Bilingual Education, *Bilingualism, Community Attitudes, *Program Evaluation, School Attitudes, *Sociolinguistics

Discussed are some of the problems of bilingual programs (lack of funds, personnel, and evaluated programs). Four broad categories of bilingual programs are (1) Transitional Bilingualism, in which Spanish is used in the early grades to help pupils "adjust to school" and/or "master subject matter" until their skill in English is developed; (2) Monoliterate Bilingualism, which aims to develop both languages for aural-oral skills, but is not concerned with literacy skills in the mother tongue; (3) Partial Bilingualism, which seeks fluency and literacy in both languages, but generally restricts literacy in the mother tongue to subjects related to the ethnic

group and its heritage; and (4) Full Bilingualism, which aims to develop all skills in both languages in all domains. (The author feels that a fully balanced bilingual speech community may be a theoretical impossibility.) Vtally needed are (1) a survey establishing language and varieties employed by both parents and children, by societal domain of function; (2) a rough estimate of the relative performance level in each language, by societal domain; (3) an indication of community and school staff attitudes toward the existing languages and varieties and toward their present allocation to domains; and (4) an indication of community and school staff attitudes toward changing the existing language situation. (AMM)

ED 040 405 CG 005 265

Matsumura, Reiko And Others
The MATWAB Report on the Orientation Program at Western Michigan University. Orientation of New WMU Students, Summer 1969, June 29 through August 1.

Western Michigan Univ., Kalamazoo.

Pub Date [69]

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Orientation, *Orientation Materials, *School Orientation, Student Adjustment, *Student College Relationship, Student Development, Student Personnel Programs, Student Personnel Services, Students, Student School Relationship

The first paper presents the results of an Orientation Evaluation Questionnaire returned by 386 students who participated in Western Michigan University's (WMU) 1967 orientation program. Each of the 20 questions covered various aspects of the program. Student replies were analyzed and provide the basis for recommendations for subsequent programs. In the second paper, the 1969 WMU orientation program is explored. All facets are thoroughly covered: (1) procedure for making orientation assignments; (2) the format of the program; (3) selection and training of student staff; (4) parents' orientation; and (5) the use of residence halls and selection of residence hall staff. Plans for a followup study are discussed. The differences between the 1967 evaluative orientation report and the 1969 program are indicated by the fact that there were changes in virtually every phase of the program. Extensive recommendations for the 1970 program are presented. (TL)

ED 040 406 CG 005 310

Owen, Steven V. Feldhusen, John F.
Using Performance Data Gathered at Several Stages of Achievement in Predicting Subsequent Performance.

National Council on Measurement in Education, East Lansing, Mich.; Purdue Univ., Lafayette, Ind.

Pub Date Mar 70

Note—23p.; Paper presented at the annual meeting of the National Council on Measurement in Education, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Academic Achievement, Achievement, Evaluation, Measurement, Nursing, *Performance, Performance Criteria, Prediction, *Predictive Ability (Testing), *Predictive Measurement, Student Personnel Services, *Success Factors

This study compares the effectiveness of three models of multivariate prediction for academic success in identifying the criterion variance of achievement in nursing education. The first model involves the use of an optimum set of predictors and one equation derived from a regression analysis on first semester grade average in predicting the subsequent semester indices. In the second model, an optimum set of predictors and a new equation are derived for each semester average, individually. For the third model, each semester's optimum set and equation are determined individually, but prior semester averages are not included. In the first model predictive efficiency declines sharply from semester to semester. The second model predictions remained stable over the four semesters. Statistical comparison between the second and third models shows that the inclusion of prior semester averages in the prediction battery strongly increased the predictive efficiency beyond that level attained for each sample's first semester average. (Author/MC)

ED 040 407 CG 005 311

Owens, Louise H.
Toward More Meaningful Counseling with Women.

American Personnel and Guidance Association, Washington, D.C.; Veterans Administration Regional Office, San Francisco, Calif.

Pub Date Mar 70

Note—9p.; Paper presented at American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Behavioral Counseling, *Counseling, *Counseling Effectiveness, Counseling Goals, *Counselor Attitudes, Counselor Functions, *Counselor Role, *Females, Sex Differences

The document is concerned with women's failure to plan some reasonable occupational program, the lack of which places increasing pressure on the counselor and the female counselee. The report discusses some research on femininity: (1) how women adjust to the social norm; (2) how women describe the ideal woman; and (3) how women see themselves (self image). Age groups from 25 to 54 are considered and differences between them are noted. Also included are seven suggestions to be applied by the counselor: (1) realize that achievement outside the home is not masculinizing; (2) treat the female counselee with respect; (3) forget the feminine stereotype and learn her entire family background; (4) recognize the presence of guilt feelings; (5) be aware that there is aggression in the feminine personality; (6) broaden the perception of suitable goals for women; and (7) encourage women themselves to decide what needs changing in their behavior. (Author/MC)

ED 040 408 CG 005 314

Whitehall, Richard P. Redding, Juliette L.
Learning Skills and Information Organization.
Counseling Center Reports. Volume 3, Number 10.

Wisconsin Univ., Madison.

Pub Date Mar 70

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Basic Skills, Cognitive Processes, College Students, Concept Formation, Information Processing, Information Theory, Input Output, *Input Output Analysis, Input Output Devices, Learning Characteristics, *Learning Processes, Memory, Recall (Psychological), Retention, Review (Reexamination), *Study Habits, Study Skills, Thought Processes

The theoretical and practical structure of a learning skills program based on an organization model is described. The first section of the paper deals with the description and implication of the program. Ideographic questioning and examination of a group of students and their study habits led to the development of an information processing model comprised of five parts: (1) input; (2) short term memory; (3) organization and consolidation; (4) long term memory; and (5) recall. Numbers one, three, and five were the focus of attention. Teaching techniques which facilitate success in these areas are discussed. The second section of the paper deals with an overview of results obtained from students who participated in the program. Grade point average and the Minnesota Study Habits Blank (Raygor) were the determinants of results. A brief discussion of the anticipated results of continued investigation concludes the article. (TL)

ED 040 409 CG 005 366

Schneider, Lawrence J. Boylin, E. Robert
Preliminary Experiences with the Companion Program—The Student Helper. Development of the Companion Program.

American Coll. Personnel Association; Southern Illinois Univ., Carbondale. Counseling and Testing Center.

Pub Date 16 Mar 70

Note—21p.; Papers presented at the annual meeting of American College Personnel Association, St. Louis, Missouri, March 16-18, 1970

Available from—Richard Raynard, Director, Companion Program, Counseling and Testing Center, Southern Illinois University, Carbondale, Illinois 62401 (No price is quoted)

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*College Students, *Counseling Programs, *Counseling Services, Counselor Characteristics, Counselor Performance, Peer

Relationship, Social Development, Social Integration, *Social Relations, Student Personnel Services, Student Personnel Work, Student Personnel Workers, Therapeutic Environment

The development, enactment, evaluation and implications of the Companion Program at Southern Illinois University is discussed. The limited effectiveness of the campus counseling service due to spatio-temporal boundaries and, consequently, the growing need for the use of supervised non-professionals to extend effectiveness gave rise to the development of this program. Companions (volunteer helpers) were recruited from a Psychology of Personality course. The two major commitments for participation in the group were: (1) to attend and participate in weekly training meetings; and (2) to maintain reasonable contact with the assigned friend. Testing of companions included: (1) the California Psychological Inventory; (2) Edwards' Personnel Schedule; and (3) the Mooney Problem Checklist. A descriptive picture of the companions was utilized to see what kind of student would volunteer and to match companions and friends (those receiving help). "The Good Friend Test", an outgrowth of this program, and a short information form were the only responsibilities of the friends. Evaluation and further implications for growth and research conclude the discussion. (TL)

ED 040 410 CG 005 392

Howard, James Lee And Others

The North Carolina Advancement School: Underachievement Redefined. Goals for Schools Redefined; Behavior of Students Redefined; and, The Role of the Counselor Redefined.

American Personnel and Guidance Association, Washington, D.C.; North Carolina Advancement School, Winston-Salem.

Pub Date 24 Mar 70

Note—54p.; Papers presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Behavior, *Behavior Change, Behavior Problems, Behavior Rating Scales, *Psychoeducational Processes, *Psychological Characteristics, School Responsibility, *School Role, *Underachievers

The North Carolina Advancement School set about to redefine underachievement and to describe underachievers. These three papers report their progress. The first discusses research which emphasizes describing the phenomenon academically, psychologically, physically and behaviorally. Major emphasis was devoted to measuring psychological factors such as self image, social relationships, attitudes toward school, and acceptance of responsibility for school achievement. Findings are discussed and a theoretical framework and goals for treating the problem are presented. The goals are viewed not as peculiar for underachievers, but as significant for education generally. The second paper concerns the school's investigation into the behavior of underachievers, its dissatisfaction with previous rating scales, and its subsequent development and standardization of the Student Behavior Inventory which in its final form identified four significant factors: (1) aggression; (2) alienation; (3) anxiety; and (4) activity. The final paper redefines the role of the counselor in terms of the School's philosophy. The emphasis is on teacher-counselor cooperation in the creation of acceptance and openness in the school setting. (TL)

ED 040 411 CG 005 395

Waldrop, Mary F. Goering, Jacob D.

Hyperactivity and Minor Physical Anomalies in Elementary School Children.

Maryland Univ., College Park.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [69]

Note—15p.

Available from—Mrs. Mary F. Waldrop, Child Research Branch, National Institute of Mental Health, Building 15K, 9000 Rockville Pike, Bethesda, Maryland. (No price is quoted)

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Anomalies, Behavior Patterns, Behavior Rating Scales, *Hyperactivity, Males, Negroes, *Negro Students, Physical Characteristics, Sex Differences, *Student Behavior

The basic hypothesis of this study was that among elementary school boys, those judged by their teachers to be hyperactive would have sig-

nificantly more minor physical anomalies than those boys judged by their teachers to be non-hyperactive. A total of 46 hyperactive and 44 non-hyperactive children as rated by their teachers were the experimental and control groups. A total anomaly score and a weighted anomaly score were computed for each child. Results of the study include: (1) there was a significant mean difference in anomaly scores for males and females; (2) hyperactive behavior is associated with the presence of minor physical anomalies in boys, not girls; and (3) there was no difference in the anomaly score for Negroes and the anomaly score for Caucasians. (KJ)

ED 040 412 CG 005 397

Thompson, Donald L. Tseng, M. S.

Counseled vs. Non-Counseled One Year Later.

West Virginia Univ., Morgantown.

Pub Date [70]

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Adolescents, *Counseling, *Counseling Effectiveness, *Followup Studies, Guidance, Guidance Counseling, *Guidance Programs, *Individual Characteristics, Students

This report is a followup evaluation of a study on differences between adolescents who seek counseling and those who do not. The primary purpose of this followup study was to determine if the differences found in the original study continue to exist and also to determine if any discernable effects of counseling could be found. Subjects were divided into three groups: C1 (those who sought counseling from the first study); C2 (those who sought counseling after the first study); and NC (those from the first study who had not sought counseling). Several tests were administered, including: (1) the North-Hatt Occupational Prestige Scale; (2) Rosenberg's Self-Esteem Scale; and (3) McClelland's Achievement Thematic Apperception Test. Findings suggest several possibilities. Since C2 showed the greatest change, perhaps the initial impact of counseling is the greatest in producing change. Group C1 showed little change on any of the variables. Group NC showed no significant changes on any of the variables. (KJ)

ED 040 413 CG 005 398

Stone, J. Blair

The Rehabilitation Counselor as Client Advocate.

Pub Date [69]

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Counseling, Counseling Effectiveness, *Counseling Goals, Counselor Functions, Guidance Objectives, Objectives, Rehabilitation, *Rehabilitation Counseling, *Role Perception, *Social Factors, Social Relations

Effective rehabilitation requires the counselor to serve as his client's advocate. The goals of rehabilitation are clear and are product oriented. While skill as a counselor is required to achieve these goals for many clients, the clients represent problems which will require more than counseling skills before the problems can be resolved and the goals of rehabilitation achieved. The counselor can not leave the problems of social intervention on the part of clients up to others while he serves either as therapist or community coordinator. He must act in partnership with his client and demonstrate to his client that he is truly acting as his advocate before a partnership can be achieved which will lead to rehabilitation. (KJ)

ED 040 414 CG 005 399

Stattman, James M.

Community Mental Health as a Pacification Program.

Catholic Univ. of America, Washington, D.C. School of Education.

Pub Date [70]

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Community Agencies (Public), Community Development, Community Health, Community Leaders, Community Problems, *Community Services, Culture Conflict, *Disadvantaged Groups, Indigenous Personnel, Mental Health, *Mental Health Clinics, *Mental Health Programs, Psychiatric Services, *Social Problems

Community mental health programs are examined in terms of the political function which the author sees them as serving. The evaluation was drawn in the context of a community un-

dergoing rapid social change, viz. the urban ghetto. The comprehensive community mental health approach was viewed as part of the white response to the increasing militancy of the minority people who inhabit the ghetto. Three interrelated questions are the focus of the analysis: (1) does the "mental health" effort serve to divert community resources from more meaningful efforts? (2) does the employment of neighborhood leaders in "paraprofessional" jobs serve to alienate these leaders from their community, thereby weakening the neighborhood power base? and (3) are federally funded programs free to confront the basic oppressive institutions in our society? On all three counts the author concludes that community mental health serves a repressive function by diverting community energies from their primary task, their own freedom. The in-tropsychic approach in an oppressed community mystifies, pacifies, and continues the oppression of the individual. (TL)

ED 040 415 CG 005 400

Soar, Robert S. Soar, Ruth M.

Negative Home Influence and Pupil School Success.

American Educational Research Association, Washington, D.C.; Florida Univ., Gainesville. Coll. of Education.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Mar 70

Note—15p.; Paper presented at American Educational Research Association Convention, Minneapolis, Minnesota, March 2-6, 1970

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Academic Achievement, *Elementary School Students, Family Environment, *Family Influence, Family Life, Low Achievers, *Social Development

The study was devised to examine the empirical relations between selected home influences and a number of aspects of pupil growth in school, both academic and personal-social. Data was compiled on 559 children, in grades 3 through 6, from a metropolitan area in South Carolina. Data from a concurrent project noted that these were atypical classrooms in that the style of teacher-pupil interaction was relatively indirect and the emotional climate unusually warm. The authors felt that this was unrepresentative, but that it added credibility to the meaning of the data analyzed. Measures used to assess subject matter achievement, personality and creativity included: (1) the Iowa Test of Basic Skills; (2) the Minnesota Test of Creative Thinking; (3) the Dependence-Proneness Scale; (4) the Children's Manifest Anxiety Scale; and (5) negative home influence. Results were presented and possible reasons for them discussed. One clear conclusion was that the data offered no support for blanket statements regarding the unfortunate consequences of a variety of home influences. (TL)

ED 040 416 CG 005 401

Smith, David F.

Practical Consideration in the Application of Data Processing Techniques to the Needs of the Psychologist.

American Personnel and Guidance Association, Washington, D.C.; Kentucky Univ., Lexington.

Dept. of Educational Psychology.

Pub Date 24 Mar 70

Note—6p.; Paper presented at American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Computer Oriented Programs, *Computer Programs, Computers, Computer Science, Computer Storage Devices, *Man Machine Systems, Psychology

Past problems encountered in the use of computers are discussed. They include: (1) computing and data storage costs; (2) machine speed and capacity limitations; and (3) the limited number of languages and Input/Output devices available to facilitate man/machine communication. The improvements in all of these areas are explained. The problems which remain, it was contended, lie in the area of communication. For example, the desires and demands of a programmer and a psychologist and the expectations of the computer are not in concert. Data rates for all three are discussed in order to emphasize the magnitude of the discrepancy between what men and machines can do. The paper concludes with

the modest hope that soon a machine can be made to communicate only with the scope and clarity of an intelligent man. (TL)

ED 040 417 CG 005 405

Sampel, David D. Seymour, Warren R.
Prediction of Academic Success of Black Students:
A Dilemma.

Drake Univ., Des Moines, Iowa.; Missouri Univ.,
Columbia.

Pub Date [69]

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Academic Performance, Achievement, College Students, Males, Minority Groups, *Negro Students, Performance, *Predictive Measurement, *Sex Differences, *Socioeconomic Background, Students

The current study was conducted to evaluate the academic performance of black students at the University of Missouri-Columbia as compared to a matched group of white students at the same institution. Predictors of academic success currently in use were investigated to see if they showed approximately the same validity for both black students and white students. Sex and class differences in both performance and prediction were examined. Significant differences were found in tested ability and grade point average. The value of predictors for black male students was found to be negligible. (Author)

ED 040 418 CG 005 406

Russell, Kenneth R. And Others
Innovations in Providing Community Oriented Institutional Care of Emotionally Disturbed Children.

American Orthopsychiatric Association, New York, N.Y.; Colorado State Hospital, Pueblo.; Hamilton Health Association (Ontario); Institute of Living, Hartford, Conn.

Pub Date 26 Mar 70

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Child Care Workers, College Students, *Community Programs, Community Schools, *Demonstration Programs, *Family Programs, Psychiatric Services, *School Role, Staff Role, Students

After five years of experience the Colorado State Hospital's Community Services Team has developed a dynamic treatment model utilizing college students as child care workers, and using community schools and resources in order to maintain an optimistic viewpoint for the patient and to avoid institutionalization. Treatment is offered to the patient's entire family. The program has been extended to one isolated six-county community, and other community programs are currently being planned. Suggestions are made for modifying this approach to other areas. (Author)

ED 040 419 CG 005 408

Patterson, C. H.

Some Random Comments on a Systematic Model for Counselor Education. Some Comments on Short-Term Programs for Employment Service Personnel. Some Barriers to Significant Research in Counseling.

American Educational Research Association, Washington, D.C.; American Personnel and Guidance Association, Washington, D.C.; Illinois Univ., Champaign.

Pub Date Mar 70

Note—13p.; Two papers presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Counseling, Counseling Effectiveness, Counseling Theories, *Counselor Educators, Counselors, *Counselor Training, Institutes (Training Programs), Institute Type Courses, *Personal Relationship, Relationship, Researchers, Research Methodology, Research Needs, Short Courses, *Workshops

There are two unifying theses underlying these three papers: (1) the importance of the human relationship factor; and (2) the need to clearly understand what we wish to do and how most successfully to do it. The first paper, concerning counselor education, compares a behavioral counselor education model with a model which is related to the client-centered approach. Having pointed out the shortcomings of the behavioral model, the author concludes that it is not strictly

a behavioral model, but one which should be helpful in evaluating and revising current approaches to counselor education. The second paper specifies what the author considers to be the most important ingredients for successful workshops, institutes or short courses: (1) limited topic; (2) use of multiple media; and (3) close, informal relationships with the participants. The final paper explores current difficulties in counseling research and focuses on the lack of definition of counseling and the acceptance of a too inclusive model which cannot even be utilized without years of prior research. In view of this apparent present trend, the author indicates several aspects which he feels must be considered if progress in research is to continue. (TL)

ED 040 420 CG 005 409

Patten, Bob Owen, W. V.
Summary Report of the Vocational Guidance Institute, Albuquerque, New Mexico. Held at the University of New Mexico, July 21 to August 8, 1969.

Albuquerque Human Resources Council, N. Mex. Pub Date Sep 69

Note—43p.

EDRS Price MF-\$0.28 HC-\$2.25

Descriptors—Abstracts, Evaluation Methods, Financial Support, *Groups, High School Students, *Institutes (Training Programs), *Occupational Guidance, Systems Analysis, *Vocational Education

This report summarizes the activities of the 1969 Vocational Guidance Institute. Each activity lasted one week, the first being a language orientation week. Field activities filled the second week as participants toured plants, etc. During the third week each small group wrote and presented a paper on their experiences. This summary includes: (1) operational procedures of the institute; (2) a funds and operations flow chart; (3) a functional analysis; (4) a discussion of institute parties, values and relationships; (5) abstracts of student papers; (6) an evaluation and analysis on the institute; and (7) suggestions for future institutes. (KJ)

ED 040 421 CG 005 418

Berk, Laura E.

Effects of Variations in the Nursery School Setting on Environmental Constraints and Children's Modes of Adaptation.

American Educational Research Association, Washington, D.C.; Illinois State Univ., Normal. Pub Date Mar 70

Note—48p.; Paper presented at the American Educational Research Association Convention, Minneapolis, Minnesota, March 2-6, 1970

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—*Classroom Environment, Early Childhood Education, Nursery Schools, *Organizational Climate, *Preschool Learning, *Preschool Programs, *Social Environment

Schoggen's description of environmental force units (EFU), actions or constraints upon a child, was the focus of this study. Since those EFU's under investigation conflicted with the child's immediate intentions and desires, they are referred to as conflict EFU's. The study asks how specific characteristics of preschool settings affect the natural occurrence of environmental constraints and children's adaptations to them. A Montessori class, a University Nursery School and two Head Start classes comprised the observed settings. The classification scheme devised by Wolfson and Jackson was used to describe conflictual situations. Fourteen modes of adaption are discussed. Several variables were studied and the findings are extensively presented. The author concludes that despite the high occurrence of conflict EFU in the school environments studied, behavioral changes are effected gradually and temperately, which is in agreement with previous studies done by Fawls (1963) and Schoggen (1963). (TL)

ED 040 422 CG 005 419

Blank, Logan F.

Relationship Between Student Instructional Ratings and Student-Faculty Psychological Types.

Wisconsin State Univ., Oshkosh.

Pub Date Mar 70

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Achievement Rating, *College Students, Instruction, *Instructional Improvement, Instructional Staff, *Rating Scales, *Student

Teacher Relationship, *Teacher Evaluation, Teacher Improvement

Previous research has found little or no relationship between student instructional ratings and numerous academic and personal variables. This study sought to determine if such ratings are related to student and instructor psychological types. Undergraduate engineering students (297) and nine instructors were administered the Myers-Briggs Type Indicator which is a personality classifier based on self-reporting. In addition, students responded to the Student Instructional Rating Report (SIRR) which provides a composite profile of five categories: (1) Instructor Involvement; (2) Student Interest; (3) Student-Instructor Interaction; (4) Course Demands; and (5) Course Organization. Various analyses of the data were described. They revealed no significant differences in student instructional ratings among student types. There were, however, significant differences in student ratings among faculty types for three of the SIRR categories: (1) Instructor Involvement; (2) Student Interest; and (3) Student-Instructor Interaction. The paper concludes by emphasizing the potential influence of personal behavior variables among instructors in determining student reaction to classroom instruction. Implications are discussed. (TL)

ED 040 423 CG 005 420

Bogarth, J. D.

New Methods of Appropriate Training of Dormitory Counselors.

Pub Date [69]

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—College Programs, Counseling Effectiveness, Counseling Programs, Counselor Performance, *Counselors, *Counselor Training, Dormitories, Empathy, Microcounseling, *Resident Assistants, Student Personnel Services, *Student Personnel Work, *Student Personnel Workers

Three major interpersonal dimensions related to client outcome in counseling are discussed in terms of their effectiveness in dormitory counseling. These are: (1) empathy; (2) warmth; and (3) genuineness. All were considered validly measurable. A pilot training project, which focused only on empathy, is described. The results suggest a significant difference between pre- and post-scores in the levels of empathy for both an experimental and a control group. A followup project paired 66 college dorm counselors randomly to deal with specified problems common to their area and had them role play the different problems. They were grouped as follows: (1) those who received competent first-hand training focusing on empathy; (2) those who observed the training sessions via video tape; and (3) those who went through a project which included case review and discussion. No significant differences were found between the groups in improvement in empathy, warmth, or genuineness. In other words, the findings did not corroborate those of the first study. Reasons for this inconsistency are suggested. (TL)

ED 040 424 CG 005 423

Goodson, William Dale

A Study to Determine Which Approach to Large Vocational Guidance Groups is Most Effective in Aiding the Educational Choice and Vocational Development of College Students.

American Personnel and Guidance Association, Washington, D.C.; Brigham Young Univ., Provo, Utah.

Pub Date 24 Mar 70

Note—15p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Career Planning, *College Students, Counselor Educators, Decision Making, Educational Counseling, *Educational Guidance, Group Guidance, Guidance Facilities, Occupational Choice, *Occupational Guidance, *Occupational Information, *Student Personnel Services, Vocational Development, Vocational Education

The paper deals with the question of whether counselors can work with a large group of students and effectively aid them with their vocational development and, if so, what approach would produce the best results. Undecided students at Brigham Young University were selected

to attend College Orientation 96, a course designed to help them choose their major. Three experimental groups received educational-occupational information and/or self-analysis information under different conditions. A control group took the vocational course during the second half of the semester. All were tested at the beginning and end of the treatment period with: (1) a self-report instrument, indicating their level of development toward a college major choice; (2) Crite's Vocational Development Inventory Attitude Scale; and (3) the Harren Q-Sort which placed students at one of four stages of development toward an occupational choice. Results and considerations for further research are extensively discussed. It was concluded that counselors can be effective in speeding up the vocational development of undecided college students by the use of large guidance groups. (TL)

ED 040 425 CG 005 425

Johnson, Richard W. Leonard, Louise C.
Effectiveness of Group Counseling with Student Nurses.

American Coll. Personnel Association.; Wisconsin Univ., Madison.

Pub Date Mar 70
Note—12p.; Paper presented at the annual meeting of the American College Personnel Association in St. Louis, Missouri, March 16-18, 1970

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Group Counseling, Group Dynamics, *Group Experience, *Interaction, Interaction Process Analysis, *Nurses, Nursing, Self Concept, *Sensitivity Training, T Groups

In an effort to determine the effectiveness of group counseling with student nurses, 76 students enrolled in their first professional nursing course were randomly placed either in a counseling group or in a control group. As hypothesized, those students participating in the group counseling sessions received significantly higher grades in the practice part of the course than those who did not participate. No significant differences were found between the groups for theory grades or final grades. Each student had completed the Sixteen Personality Factor Questionnaire, but the results indicated that the influence of group assignment on the practice grades did not vary with the students' personality characteristics. One finding suggested that the counseling sessions may have been most beneficial for students who scored low in self-sufficiency on the questionnaire. Some limitations of the study and suggestions for further research are discussed. (Author/TL)

ED 040 426 CG 005 427

Jung, Charles C.
Preparing Educational Training Consultants.

American Educational Research Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, Oreg.

Pub Date Mar 70
Note—7p.; Paper presented at American Educational Research Association Convention, Minneapolis, Minnesota, March 2-6, 1970

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Consultation Programs, Exceptional Child Education, *Learning Processes, *Problem Solving, *Professional Education, Teaching Procedures, *Teaching Techniques

A demonstration project concerned with children who were unable to function in the public schools provides the basis for a four-part action plan initiated to cope with this problem. This multiple entry strategy called for: (1) a special class; (2) work with the regular classroom teachers; (3) after-school projects to work with peers of these children; and (4) a special plan to promote parental participation. Evaluation concluded that this coordination of effort was a success. However, the schools dropped all but the special class. The author became convinced that the most significant target for change in education must be the procedures used by educators to identify relevant objectives and functional approaches to the problems. He describes several packages that can make process training available. He also describes three training consultant packages which focus on: (1) how to diagnose process learning needs; (2) how to design exercises for gaining competencies in process skills; and (3) how to conduct process exercises. (TL)

ED 040 427

Lynch, Ann Q.

The Effects of Basic Encounter and Task Training Group Experiences on Undergraduate Advisors to Freshmen Women.

Florida Univ., Gainesville.

Pub Date [70]

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—College Freshmen, *Guidance Services, *Self Actualization, Social Integration, *Student Personnel Services, Student Personnel Work, *Student Personnel Workers, *T Groups

The research described was designed to compare the effects of a basic encounter group experience upon undergraduate advisors to freshmen women with a traditional task training group experience and with no group experience. The subjects were randomly placed into the following groups: (1) the basic encounter group in which members were encouraged to become aware of their feelings and to explore relating to others; (2) the task training group where members were given information relative to being an effective advisor; and (3) the control group where members were given no group experiences. Instruments administered pre- and post-treatment were: (1) Personal Orientation Survey; (2) Acceptance of Self and Others Attitude Scale; (3) Least Preferred Co-Worker Scale; and (4) a description of a human relations problem. Results indicated that brief encounter group experiences do not change the dimension of self-actualization, but that the overall effectiveness of advisors was enhanced by some kind of group experience. Implications for further research are presented. (TL)

ED 040 428

Louie, Norman Walden, Daniel

The Lessons of Historical Reform Movements: The Racism Mental Health Equation.

American Orthopsychiatric Association, New York, N.Y.

Pub Date 25 Mar 70

Note—21p.; Paper presented at the American Orthopsychiatric Association Convention, San Francisco, California, March 23-26, 1970

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Community, Community Health, *Community Health Services, Community Problems, Community Programs, Community Services, *Economically Disadvantaged, *Mental Health, Mental Health Programs, *Racism, Social Action, *Social Change, Social Problems, Social Responsibility, Social Services, Welfare, Welfare Agencies, Welfare Services

The history of reform and the origins of unrest in America are briefly reviewed. Concurrent reform streams of the past are examined in terms of an emerging awareness of the relationship between racism and poverty and social environment. The mental health and social welfare movements paralleled this recognition, but did not lead the new reform. There were no fundamental changes in practice until the civil rights revolution shocked them into awareness. Recently, these groups have viewed poverty and racism as the major mental health problems. This paper emphasizes the need, in the light of history and research, for consciously directed social change. Environment, it is contended, must be altered. New frames of mental health practices now rest on the interdependence of psychological and social matters. The paper concludes that reform has effected a new climate and, resultantly, some new institutional forms. It also questions whether the commitment to improve the quality of life and seek the objectives of social reform can be broadened into a national one. (TL)

ED 040 429

Moses, Harold A.

Guilt Feelings and Mental Health.

American Personnel and Guidance Association, Washington, D.C.; Illinois Univ., Urbana.

Pub Date Mar 70

Note—7p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Behavior, Individual Development, *Individual Needs, Maladjustment, *Mental Health, Mental Illness, *Personal Adjustment, Psychological Needs, Self Actualization, *Self Concept

CG 005 431

After initially defining both mental health and guilt feelings, the author examined their relationship, primarily from the perspective of the crippling effects of unwarranted feelings of guilt. Admitting the varied pressures of modern society, he nevertheless believes it is the individual's fault when he fails to glean as much from life as he deserves, and it is his responsibility to do something about it. The rather innocuous events and happenings which gradually but surely erode our feelings of confidence and self-worth and make people the way they are, are considered: (1) the home; (2) churches; (3) schools; (4) marriage; (5) occupations; and (6) advertising. All are offenders against mental health and the sources of unfounded guilt feelings. The paper concludes with a brief listing of what people can do about this major mental health problem. Suggestions include: (1) deciding that one has control over his behavior; (2) accepting oneself as less than perfect; (3) having fun; (4) developing a mutual confidential relationship with someone; and (5) setting realistic personal goals. (TL)

ED 040 430

Nelson, Dennis E.

Orienting Students to an Individualized Educational System of the 70's.

American Institutes for Research, Palo Alto, Calif.; American Personnel and Guidance Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 70

Note—16p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

Available from—Dennis E. Nelson, American Institutes for Research, Box 1113, Palo Alto, California 94302. (No price is quoted)

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Adjustment (to Environment), Attitudes, *Educational Innovation, *Guidance Programs, *Individualized Instruction, *Orientation, Performance, *Student Needs, Students

As part of the activities related to the development and evaluation of a comprehensive guidance system, geared primarily to systems of individualized education now being implemented, an experimental investigation was initiated in an attempt to meet a postulated cluster of student orientation needs associated with successful adaptation to such a system. Involving students from two grade levels, two orientation programs were formulated. Results failed to support the major hypothesis that students exposed to a comprehensive orientation program would perform more effectively in the system, possess greater knowledge of the system, and exhibit more favorable attitudes toward it than students exposed to a very brief orientation program. The primary value of the investigation and its results was to point out both positive and negative features of past and current research regarding the orientation of students to educational innovations in general. (KJ)

ED 040 431

Noonan, Pat And Others

Attitudes of Parents of Selected Groups Toward Education and Their Aspirations for Education for Their Children. Self-Concept and Educational Variables Among Black, Jewish, and White Non-Jewish Students.

American Personnel and Guidance Association, Washington, D.C.; Missouri Univ., St. Louis.

Pub Date Mar 70

Note—31p.; Papers presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Ethnic Groups, Ethnic Studies, *Parental Aspiration, *Parent Attitudes, Parent School Relationship, *Self Concept

Black, Jewish, and white non-Jewish tenth grade students and their parents living in an integrated inner suburb of a large metropolitan area were the subjects of the two studies presented. The first investigated self concept and educational variables in the three groups described above. Six educational variables were identified from the students' cumulative records. A self concept inventory designed by Soares and Soares was used to measure five self concept variables. Results discussed include differences between groups and interrelations among variables. The second study looked at the attitudes of

parents toward education and their aspirations for their children. A two-part questionnaire was sent to 70 randomly chosen parents from the three groups. Results indicated that of 12 parent variables measured, significant differences emerged on only two: (1) between blacks and other groups on occupational level, blacks working at lower levels with equal educational attainment; and (2) between high hopes and low expectations regarding the level of their children's education by parents of all three groups. (TL)

ED 040 432

CG 005 442

Pancrazio, James J.

Mental Health and the Elementary School Counselor and Classroom Teacher.

American Personnel and Guidance Association, Washington, D.C.; Illinois Univ., Urbana. Dept. of Educational Psychology.

Pub Date Mar 70

Note—12p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$0.79

Descriptors—Counselor Functions, *Counselor Role, Counselors, Educational Programs, *Elementary School Counselors, *Elementary School Teachers, *Mental Health, Prevention, *Responsibility

This paper explores one approach to dealing with the future; the role of elementary school counselor and elementary classroom teachers in assisting children in attaining greater psychological health. Specifically, three questions are discussed: (1) do counselors have a responsibility? (2) What have counselors done in education? and (3) how might the counselor and teacher make a contribution? In answer to the first, counselors do have an important responsibility and contribution to make in education in attempting to assist others to become members of a society which provides greater human nourishment. In answer to the second question, even though it appears that little has been done in preventive programs for mental health in education, results of experimental programs are certainly encouraging. Prevention is the key concept when answering the third question. Safe, non-threatening relationships should be offered to students. Guided group experiences can be offered by the counselor. Curricular materials should be developed related to psychological health. Both counselors and teachers should be concerned about helping individuals in their total development. (Author/KJ)

ED 040 433

CG 005 443

How He Sees Himself. Follow-up Study.

New Orleans Public Schools, La.

Pub Date [68]

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Elementary School Students, Experimental Programs, *Followup Studies, *Kindergarten Children, *Psychological Evaluation, Psychological Testing, Research, *Self Concept, *Self Esteem, Testing

This document is an extension of a previous study undertaken to determine whether a modified curriculum that would effect children's self-concept could be developed. The subjects for the research program were children from two kindergarten classes located in disadvantaged areas. Three tests were administered: (1) Stanford Binet Intelligence Scale, Form L-M; (2) Geometric Designs; and (3) Draw-A-Man. Eight months later the same tests were given. Both batteries of tests were administered to an experimental class and a control class. The results of the evaluation indicate that the innovations and curriculum changes introduced into the model experimental class were very effective. After eight months the children demonstrated increased skill on motor-visual tasks, greater fluency in vocabulary and oral communication, and an apparent awareness of themselves and their peers. Discussed are factors contributing to the children's gains. Also included are two guides, one for improvement of self-concept and another for language development. (Author/MC)

ED 040 434

CG 005 446

Inservice Training Course for Guidance Staff of MDTA Classes.

New York State Education Dept., Albany. Bureau of Continuing Education Curr. Services.

Pub Date Jan 70

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Counselor Functions, Counselor Role, Employment Opportunities, *Guidance Counseling, Guidance Functions, Guidance Objectives, Guidance Programs, *Guides, *Inservice Courses, *Inservice Programs, *Manpower Development, Manuals

This publication provides counselors of the Manpower Development Training Program with a practical guide to the content of a workshop for those actively engaged in programs of inservice training. It describes educational, psychological and sociological characteristics of the disadvantaged, both young and old. Suggested are innumerable activities for the participants of this program. The structure of the program is outlined and the role of the counselor defined. The interaction of the Manpower Development Training team is stressed as it contributes to the area of communication among participants in the program. Delineated are the services and functions of the New York State Employment Service as they relate to the training center. The guides meant to provide the counselor with workable and effective approaches to the challenge he faces. (Author)

ED 040 435

CG 005 447

Women in Action: Speeches and Panel Discussion of the Conference - Workshop.

Michigan Univ., Ann Arbor. Center for Continuing Education for Women.

Pub Date 26 Mar 69

Note—44p.

Available from—Center for Continuing Education of Women, University of Michigan, 330 Thompson Street, Ann Arbor, Michigan 48104. (Price is \$1.00 per copy)

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Employment Opportunities, *Employment Problems, *Professional Continuing Education, *Professional Personnel, Refresher Courses, *Womens Education, *Working Women

The Women In Action Conference concerned involvement and dwelled on realistic and creative ways for women to participate in the life of our times. Antonia Chandler Hayes discusses the changed climate for white people, especially women, who are concerned about urban affairs, and yet are confronted with a disheartening lack of enthusiasm for their services. She examines the opportunities for the educated woman's contribution in: (1) educational/training programs; (2) poor white communities; and (3) predominantly white suburbs. Other illustrations of involvement considered were: (1) part-time employment of women by a government agency; (2) "ombudsmanship" through radio; and (3) library services taken to the inner city. Barbara Newell's talk, as well as the conference generally, analyzed changes in our society: the resultant situation for motivated women, and challenging possibilities for mobilizing human resources. Her emphasis is on increasing flexibility and the resulting opportunities on the University level. Rather than including the entire conference proceedings, as in the past, the booklet presents a limited format of speeches and panel discussions. (TL)

ED 040 436

CG 005 448

A Follow-up Study of Baltimore County High School Graduates. 1967.

Pub Date 69

Note—298p.

EDRS Price MF-\$1.25 HC-\$15.00

Descriptors—Data Collection, *Followup Studies, *High School Graduates, Planning, Questionnaires, Reports, *Research Projects, *Student Characteristics, Student Research, *Surveys

The endeavor described in this report was designed to fill the need of providing accurate, comprehensive data on the total number of county graduates by systematizing the process of collecting, organizing, summarizing, and disseminating informational data on the Baltimore County high school graduate. This report is organized into five chapters. Chapter One is a general introductory chapter presenting information on the scope of the projects, the organizational structure, the assumptions and limitations and the implications. A general overview of the responses of the 1967 graduates to the questionnaire is presented in the second chapter. Chapter Three contains a detailed analysis of the responses of the 1967 graduates to all of the questions included on the three forms of the questionnaire. Chapter Four, which is not completed, will con-

tain the cross comparisons of the responses of the graduates to selected questions. The appendix, Chapter Five, contains copies of the material used on the survey. (KJ)

ED 040 437

CG 005 454

Ennis, Robert H. And Others

Conditional Logic and Children. (Cornell Critical Thinking Readiness Project, Phase IIC).

State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell.

Spons Agency—New York State Education Dept., Albany. Div. of Research.

Pub Date Aug 69

Note—208p.

EDRS Price MF-\$1.00 HC-\$10.50

Descriptors—Children, Critical Thinking, *Intelligence, *Logic, Readiness (Mental), Sex Differences, *Socioeconomic Status, Students, Teaching Methods, *Thought Processes

From 180 primary children of varied backgrounds half were selected for instruction in conditional logic by means of an audio-tutorial method. At the termination of 15 weekly lessons the experimental students did no better than the control students on our individually-administered conditional logic test ("Smith-Sturgeon Conditional Reasoning Test"), but there was wide variation among age demonstrated mastery of basic principles of conditional logic. Thus, although our methods were not effective in the teaching of conditional logic to young children, many have somehow learned it anyway. In the control group significant relationships between conditional logic ability and verbal intelligence (.6) and socioeconomic status (.4) were found. No significant relationship between conditional logic ability and sex was discernable. (Author)

ED 040 438

CG 005 455

Moore, Gilbert D. And Others

Pupil Personnel Services. Where are We? Where are we Going? Rationale for Workshop. Reactions to Report.

Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date Jan 70

Grant—OEG-0-9-426002-2449-725

Note—180p.; Working Papers of Leadership Training Institute, Atlanta Workshop, Georgia, January 25-28, 1970

Available from—Gilbert D. Moore, Department of Counselor Education, State University of New York, Buffalo, New York 14214 (Ten copies or more, \$1.00 each)

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—Educational Programs, *Leadership Training, *Pupil Personnel Services, *Pupil Personnel Workers, School Personnel, School Services, Training, Training Objectives, *Workshops

The document consists of three parts: (1) a report derived from the proceedings at the Atlanta Workshop for pupil personnel services; (2) a questionnaire designed to record reactions to pupil personnel services; and (3) a paper discussing the rationale for the workshop. The Atlanta Workshop report begins with implications for training, the critical outcome of large and small group discussions. Presented are two summaries of the small group sections by two members of the institute. Also included are small group meeting summaries, and individual reactions and position papers. The questionnaire contains eleven statements recording the degree of agreement, and four general questions concerning pupil personnel services. The third part is a brief rationale for a concept of pupil personnel services and includes an overview of individual, school, and societal needs for the services. (Author/MC)

ED 040 439

CG 005 456

Muthard, John E., Ed. And Others

The Profession, Functions, Roles, and Practices of the Rehabilitation Counselor.

Florida Univ., Gainesville. Regional Rehabilitation Research Inst.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Sep 69

Note—118p.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors—Conference Reports, Counseling, *Counseling Effectiveness, Counseling Goals, Counseling Theories, *Counselor Functions, Counselor Performance, *Counselor Role,

***Rehabilitation, *Rehabilitation Counseling, Social Services**

Four investigations of the rehabilitation counselor were presented to and discussed by representatives of universities, professional associations, and public and private rehabilitation agencies. Four major aspects of the counselor's professional development and practice were covered in these studies: (1) his perceived role and function within public and private rehabilitation agencies; (2) a series of investigations based on a multivariate system model of the state agency counselor providing clients services; (3) a pilot study testing methods of relating counselor effectiveness to his university training; and (4) two sociological studies of rehabilitation counseling as a profession with emphasis on career patterns of graduate students in the field and movement of individuals into the field as a second career. Comments by a qualified discussant follow each presentation. Also recorded are written and oral group reactions with respect to: (1) implications of each study for counselor practice; (2) implications of each study for counselor training; (3) suggestions for further research; and (4) other applications of the presented data. (Author/MC)

ED 040 440 CG 005 457

Bloom, Karen And Others
Specialist's Project: Counselors Without Teaching Experience.

American Personnel and Guidance Association, Washington, D.C.
Pub Date Mar 70

Note—20p.; Paper adapted from presentation at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Counseling Effectiveness, *Counseling Instructional Programs, Educational Programs, Guidance, *Internship Programs, Practicum, *Supervision, *Teaching Experience

This paper is composed of three sections. The first discusses research and the background rationale for the counselor education program at the University of Minnesota. Studies by Peterson and Brown, Harper, Brown and Pfister are included, each being concerned with the teaching requirement for counselors. The University of Minnesota's program is set up to prepare counselors who have no teaching experience. To date, five candidates have completed the program. Included in the program of two years of graduate study are a counseling theory course, practicum, and internship. The internship is spent in a public school setting with an in school supervisor who could give immediate feedback. Interns were encouraged to bring guidance into the classroom, and had to teach a four week unit on identity. Evaluation at this time is difficult. All graduates from the programs have been offered second year contracts and superiors attest to the satisfaction of these counselors and their work. While many of the counselors have self doubts, they feel that they have a good working relationship with students and teachers. Tentative feelings about the program are that there is no need for previous teaching experience to be an effective counselor, provided the training offered is adequate. [Not available in hard copy due to marginal legibility of original document.] (KJ)

ED 040 441 CG 005 458

Dunn, Gail Rickard, Scott T.
A Survey of Student Response to 24 Hour Parietals.

American Coll. Personnel Association; State Univ. of New York, Stony Brook.
Pub Date 17 Mar 70

Note—10p.; Paper presented at the American College Personnel Association Convention, St. Louis, Missouri, March 16-18, 1970

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*College Housing, College Students, *Dormitories, *Student Attitudes, Student Behavior, *Student Characteristics, Student Opinion, Student Personnel Services, Student Problems, Students, *Surveys

An experimental program of 24 hour parietals was implemented in 17 residential colleges in the fall of 1968. A questionnaire on residential life was sent to 4000 resident students. The study includes four tables regarding 24 hour parietals by comparing: (1) male-female problems; (2) differences among classes; (3) sex and class year;

and (4) hall and suite living. Also contained are four more charts reflecting responses to the question: "Should parietals be continued?" These charts compare: (1) male-female responses; (2) class differences; (3) sex and class year responses; and (4) male and female hall, suite and coed living arrangements. Some results of the survey are: (1) female students experience more problems than male students with open visitation; (2) differences exist among classes; (3) differences exist among female classes; (4) students in coed housing have more problems with hall arrangements than with suites; (5) more females than males feel parietals should be continued, and (6) more seniors oppose open visitation than any other class. (Author/MC)

ED 040 442 CG 005 460

Eagle, Carol J. And Others
The Developmental Vicissitudes of a Municipal Hospital-Based Child Psychiatry Unit in an Urban Ghetto.

American Orthopsychiatric Association, New York, N.Y.

Pub Date Mar 70

Note—18p.; Paper presented at the American Orthopsychiatric Association Convention, San Francisco, California, March 23-26, 1970

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Disadvantaged Youth, Emotionally Disturbed, Emotional Maladjustment, *Family Counseling, Family Management, *Mental Health Clinics, *Mental Health Programs, Psychiatric Hospitals, *Psychiatric Services

The development of a child psychiatric unit in a municipal, ghetto-located hospital is described. Initial problems and their solutions are discussed. Accepting the fact that the problems of the political scene and gross underfunding were uncontrollable, focus was put on devising a service comparable to those utilized by middle class populations. A team comprised of professionals and unprofessionals was expected to share primary responsibility for a client and his family throughout their entire contact with the service. Varied, multiple and experimental treatment procedures were used. The approaches included: (1) a medication clinic; (2) a learning disability evaluation clinic; (3) activity groups for young latency-age boys and pre-adolescent girls; and (4) behavior modification guidance to families. Conclusions and continuing expansion of programs and experimentations complete the discussion. (TL)

ED 040 443 CG 005 461

Loeb, Martin B. Mueller, B. Jeanne
Toward a New Technology of Mental Health Care.

Wisconsin Univ., Milwaukee. School of Social Work.

Pub Date 18 Nov 69

Note—14p.; Paper presented at the World Mental Health Assembly, Washington, D.C., November 18, 1969

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Cooperative Planning, Cooperative Programs, *Coordination, Coordinators, *Interagency Coordination, *Mental Health, *Mental Health Programs, *Program Coordination, Shared Services

A new technology, which the authors see developing in the mental health field, is viewed as a consequence of urbanism with its varied societal manifestations. A major part of this technology is the ability to invent special social prostheses and to assemble them into a spectrum of services which represent various levels of intervention: (1) casefinding; (2) outpatient care; (3) partial inpatient care; and (4) total inpatient care. These are described in terms of the persons they should serve. The remainder of the paper deals with the continuity in patient care which would ideally be the coordination of all mental health resources. It is defined as having the right kind of care at the right time. Two dimensions are considered: (1) the relations between organizations; and (2) articulating roles within and between organizations. Sources of resistance to collaboration among services are mentioned. A sanction to mandate such collaboration must come from some community power center. Criteria for coordination and the importance of evaluation are discussed. (TL)

ED 040 444 CG 005 462

Schell, Robert E.
S.O.S. For the Orientation Committee, State University College at Oswego.

State Univ. of New York, Oswego. Coll. at Oswego.

Pub Date Sep 69

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—College Students, *Freshmen, Orientation, *School Orientation, School Surveys, *Student Attitudes, Student Behavior, *Student Opinion, Student Personnel Services, Students, *Surveys

The purpose of this report is to aid those involved in the orientation of freshmen by providing insights about expectations and myths that entering students bring to campus. The author suggests that the best, but impossible method of understanding the entering freshman would be a personal interview. An alternate approach is the Student Orientation Survey, a compilation of 31 incomplete sentences about college life and the entering freshmen. The survey was administered during summer orientation programs throughout the state of 155 randomly selected freshmen and their responses summarized. No single generalization is made, but the results include the students' reasons for entering college: (1) training for a vocation; (2) being better able to cope with life; (3) becoming more educated; and (4) achieving success. Their expectations are also recorded: (1) anticipating change in the environment; (2) learning how to adjust to the change; (3) hoping for understanding professors; and (4) expecting to reduce their disorientation. Also presented are some immediate personal problems which freshmen feel they must solve. (Author/MC)

ED 040 445 CG 005 465

Feshbach, Norma Sones, Gittelle
Sex Differences in Adolescent Reactions Toward Newcomers.

California Univ., Irvine.

Pub Date [69]

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Adolescence, *Aggression, *Anxiety, Attitudes, Behavior, Behavior Patterns, *Friendship, *Interaction, Personality Assessment, *Sex Differences

Reactions of male and female adolescent pairs to a same sex newcomer were observed as a means of assessing sex differences in indirect aggressive behaviors. Following a problem solving session, the group members rated each other's personality. Adolescent girls made less favorable judgments of the newcomer than did adolescent boys. In addition, on behavior interaction measures obtained during the problem solving task, girls displayed less friendly reactions than did boys toward the newcomer. These results, in conjunction with those of an earlier study, reflect developmental consistencies in sex differences in the use of indirect aggressive behaviors. (Author)

ED 040 446 CG 005 467

Cottingham, Harold F., Ed.
Elementary School Guidance. Conceptual Beginnings and Initial Approaches. American Personnel and Guidance Association Reprint Series/One.

American Personnel and Guidance Association, Washington, D.C.

Pub Date 70

Note—145p.

Available from—American Personnel and Guidance Association, 1607 New Hampshire Avenue N.W., Washington, D.C. 20009 (\$3.00 per copy)

Document Not Available from EDRS.

Descriptors—Elementary Education, Elementary School Counseling, *Elementary School Counselors, *Elementary School Guidance, Elementary School Students, Guidance, Guidance Counseling, *Guidance Functions, Guidance Objectives, Guidance Personnel, *Guidance Programs, Guidance Services, *Pupil Personnel Services, Pupil Personnel Workers

The papers which comprise this book are directly related to the conceptualization of elementary guidance and were all written between 1958 and 1968. The wide range of topics deals with the following: (1) prevention of difficulties through elementary school guidance; (2) contemporary societal pressures on elementary school children and the role of counselors; (3) the nature, purpose, objectives, scope of, and need for, elementary guidance services; (4) the realities confronting elementary guidance; (5) suggested principles and foundations; (6) historical and prospective elementary guidance models; and (7)

research voids in elementary school guidance. The book concludes with a brief look at some future concerns facing the elementary guidance movement, and specified three areas: (1) underlying assumptions and conditions; (2) personnel and procedures; and (3) programming for elementary guidance activities. (TL)

ED 040 447

CG 005 468

Dupre, Robert W.

The Effects of Counselor Response Upon the Premature Termination of Clients.

Louisiana Polytechnic Inst., Ruston.

Pub Date [70]

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Counselor Attitudes, *Counselor Characteristics, *Counselor Evaluation, Counselors, Individual Characteristics, Interaction, *Interpersonal Relationship, *Response Mode

The response made by the counselor and the degree of interpersonal relationship, which he involves himself, is important in determining whether the client returns to counseling or whether he terminates prematurely. An analysis of 44 interviews, 22 of which led to premature termination on the part of the client, revealed an astoundingly different pattern of counselor responses to which the two groups were exposed. Clients who completed counseling were exposed to counselors who were active, empathetic, confronting, concrete, and positive. Counselors of the groups who terminated early were passive, detached, unempathetic, and negative. The overall difference in response pattern for the two groups yielded a Mahalanobis D-square of 107.94 which was significant at the .001 level of confidence. (Author)

ED 040 448

CG 005 469

Fought, Carol A.

Returning Adult Women Students: Pre- and Post-Counseling Attitudes and Plans.

American Personnel and Guidance Association, Washington, D.C.; Ohio State Univ., Columbus.

Pub Date 24 Mar 70

Note—19p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Academic Achievement, *Adult Education, Adult Students, Counseling, Educational Opportunities, *Guidance Programs, *Individual Characteristics, *Student Needs, Womens Education

The rationale for conducting programs for the adult women who are seeking an "educational course of action" is based on the discontinuities in life styles experienced by women which make it extremely difficult and frustrating for them to contribute their talents to society. Personal characteristics of the women in a non-credit exploration course included: (1) average age of 40; (2) most were married and had children. The most significant change of interests before and after enrolling occurred with the group of women who, upon entering the course, were undecided as to their goals. The adult woman's academic achievement was noticeable above that of typically aged undergraduates. The counseling conducted with these women was reality-based. Several stages were readily apparent: (1) readiness stage; (2) the exploration stage; (3) the action stage. The broader program at Ohio State University consists of more than described above. Basically, a pre-admission service is provided, supportive services for enrolled women is given, and counseling for typically aged students is available to inform them on changing life styles of women. (KJ)

ED 040 449

CG 005 470

Boyd, Robert E.

Use of the Hill Interaction Matrix in Individual Counseling Research.

American Personnel and Guidance Association, Washington, D.C.; Illinois Univ., Urbana.

Pub Date Mar 70

Note—14p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Counseling, *Counseling Effectiveness, Counseling Goals, Counselor Educators, Counselor Evaluation, *Counselor Per-

formance, *Counselor Training, *Research, Research Problems, Research Utilization

Research in counseling effectiveness is moving from the use of gross outcome measures to analysis of the counseling process. One successful approach has been the adoption of a social-psychological model of interview analysis which attempts to specify within-interview conditions which facilitate client behavior change. The criteria and procedure for developing such a system is briefly presented and the fidelity of the Hill Interaction Matrix to them elaborated. The paper attempts to provide four types of data about the Matrix: (1) that relative to its measurement characteristics; (2) the uses which have been made of it in individual counseling research, specifically the studies of Lee, Helervik, and Boyd; (3) problems involving its use, primary among which was the training of raters and all of which concerned aspects of the rating system; and (4) suggested extensions of the current scoring procedures. The conclusion holds that the Hill Interaction Matrix fulfills the conditions necessary for instruments of its type better than any other scale currently available. (TL)

ED 040 450

CG 005 471

Webb, Dwight

Basic Encounter Group Counseling for Elementary Teachers in Training.

American Personnel and Guidance Association, Washington, D.C.; New Hampshire Univ., Durham.

Bureau No—BR-8-A-048

Pub Date 25 Mar 70

Grant—OEG-1-91080047-0003

Note—14p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

Available from—Dwight Webb, Assistant Professor of Education, University of New Hampshire, Durham, New Hampshire 03824 (no price is quoted)

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*College Students, Counseling, *Counseling Effectiveness, Elementary School Teachers, Group Counseling, *Personal Growth, *Sensitivity Training, *Teacher Education

The purpose of this research study was to determine some of the effects of Basic Encounter Group Counseling on senior students in college who are training to become elementary school teachers. The hypothesis was that those receiving this counseling would be more competent and effective than the control group of students who received no such counseling. The results of the study found no significant differences in the evaluative criteria in directions which were hypothesized. Obstacles to possible improvement by the experimental group are listed, including: (1) participation in the experimental group was not voluntary; (2) no credit was given for the experience; (3) groups were too large. However, most participants felt the experiment was worthwhile and helped to enhance their self-confidence and relationships with others. (KJ)

ED 040 451

CG 005 472

Buckner, Eugene

A Comparative Study of an Individual and a Group Approach to Educational and Vocational Guidance.

Brigham Young Univ., Provo, Utah.

Pub Date 70

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Counseling, *Counseling Effectiveness, Educational Counseling, *Group Counseling, Guidance Counseling, *Individual Counseling, *Student Needs, Students, *Vocational Counseling

This report was undertaken to determine whether or not a particular approach to group guidance was as effective as a more traditional, individual approach to helping students to move toward the selection of an academic major or vocational choice. Subjects were students at Brigham Young University who requested vocational counseling. The Process was the same for both the experimental and control groups, except for the change in the experimental group to group counseling rather than individual counseling. The findings of the study support the hypothesis that group guidance can be as effective, and make more efficient use of the coun-

selor's time than does individual guidance. In addition, subject satisfaction can be as good when guidance is given in groups as when given individually. (KJ)

ED 040 452

CG 005 473

Owen, Wayne L.

The Psychological Researcher in a Rural Setting: Problems and Limitations.

American Personnel and Guidance Association, Washington, D.C.; Regional Child Services, Price, Utah.

Pub Date Mar 70

Note—12p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Behavior, *Behavior Change, Behavior Problems, *Behavior Rating Scales, *Research, Researchers, *Research Problems, *Rural Areas, Rural Education, Rural Population, Rural Schools, Rural Urban Differences

The frustrations of researchers confronted with uncooperative personnel, subjects who leave town, carefully planned controls which collapse, etc. are mentioned. Specifically, the paper is concerned with problems which the author and his colleagues encountered while providing psychological services to rural schools. They included: (1) achieving and maintaining good public relations; (2) the resistance to research activity frequently found in rural areas; (3) distance and consequent need for careful organization and sequencing of events; and (4) problems of data analysis. The second part of the paper describes the author's research which was concentrated in two areas: (1) the development of a behavior rating scale for identification of problems and assessment of changes; and (2) the comparison of behavior modification peer group counseling and family counseling in the treatment of aggressive elementary school children. The procedure is explained and data presented. Limitations of the research prevented the drawing of any firm conclusions. Difficulties peculiar to the rural setting are viewed as partly responsible for the research's shortcomings. (TL)

ED 040 453

CG 005 474

Thomas, A. Reese

Public Relations and the Role of the Rural School Psychologist.

American Personnel and Guidance Association, Washington, D.C.; Regional Child Services, Price, Utah.

Pub Date Mar 70

Note—10p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Human Services, Psychological Services, Public Relations, Pupil Personnel Services, *Pupil Personnel Workers, *Rural Areas, Rural Education, Rural Population, *Rural Schools, *Rural Urban Differences, School Community Relationship, *School Psychologists, School Services

Although there is no difference between the training provided for school psychologists who practice in rural communities and those who render service in urban areas, there are definite contrasts in the actual work. An elaboration of these comprises the bulk of this paper. Differences covered are: (1) the inordinate amount of travel time required in the rural setting and its possible encroachment on service rendered; (2) the demand for services usually assigned to school social workers, such as home visits and evaluations and the importance of a multi-faceted academic training program to assist the diversification; (3) barriers to a school psychologist's being readily accepted in a rural community and the quality of personal involvement which can help break them down; (4) the increased difficulty, in a rural area, in developing trust and maintaining confidentiality; and (5) the problem of making referrals to other agencies. The paper concludes with an observation about the difficulty, if not impossibility of keeping separate one's private life and professional life in a small isolated community. (TL)

ED 040 454

CG 005 477

Island, D. David

Paraprofessionals and Behavioral Objectives.

26 Document Resumes

Washington Univ., Seattle.

Pub Date Mar 70

Note—8p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Differentiated Staffs, Nonprofessional Personnel, *Paraprofessional School Personnel, *Teacher Education, Teacher Education Curriculum, Teacher Educator Education, *Teacher Educators, Teacher Programs, Teachers, *Teachers Colleges, Training Techniques

An introductory editorial, concerned with the "credibility gap" between educators of educators and their various constituencies, lists numerous deficiencies on the educational scene today. The bulk of the paper is limited to a discussion of two relevant items: (1) research on the use of paraprofessionals in educator training institutions; and (2) research on applying the notions of behavioral objectives and performance criteria. Five possible uses of paraprofessionals in educator training programs are discussed and examples given. Such roles as field experience supervisors, consultants, intro-school liaison and coordinating personnel community-to-college representatives, etc. were considered. With such a definition of paraprofessional roles necessarily comes a redefinition of educator roles. The concerns and fears of both groups are aired. The paper concludes, hopefully, that the notions of employment contingent upon knowledge about and proof of what one can do would eventually pervade the entire academic community. [Not available in hard copy due to marginal legibility of original document.] (TL)

ED 040 455

CG 005 484

Nelson, Linden

The Concept of Reciprocity and the Development of Moral and Cooperative Behavior in Late Childhood.

California Univ., Los Angeles. Dept. of Psychology.

Pub Date 10 Nov 69

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—*Behavior Patterns, Behavior Standards, Children, *Conflict Resolution, Ethics, Games, Group Activities, *Group Dynamics, Individual Characteristics, *Moral Values, *Social Development

The first part of this paper is a theoretical discussion which presents an argument for considering the concept of reciprocity to be a moral orientation. A general hypothesis is proposed which states that the salience of an individual's concept of reciprocity in a particular situation is related to the cooperative and moral behavior of the individual in that situation. A certain type of cooperation game is proposed as a paradigm for investigating this hypothesis and for teaching the concept of reciprocity to children of late childhood ages. A major concern of the experimental studies will be to describe the development of cooperative and competitive abilities in late childhood, ages five to ten. A question of particular interest is whether or not children become more adept with age at resolving conflicts of interesting situations where cooperation is required for goal attainment. Another important object of these studies will be to examine the effects of various prior game experiences upon subsequent interaction. A total of three experiments relevant to these issues are reported and two experiments are proposed in order to provide evidence for other hypotheses and to the matters discussed above. (Author/KJ)

ED 040 456

CG 005 486

Bostow, D. E. And Others

An Analysis of Student Studying Behavior as a Function of Two Schedules of Testing.

American Educational Research Association, Washington, D.C.; Southern Illinois Univ., Carbondale.

Pub Date Mar 70

Note—8p.; Paper presented at the American Educational Research Association Convention, Minneapolis, Minnesota, March 2-6, 1970

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Behavior Patterns, College Students, Educational Testing, Evaluation Methods, *Student Behavior, *Study Habits, Testing, Testing Problems, *Testing Programs

Time spent in contact with academic course materials as a function of two testing schedules was measured using college undergraduates in an

introductory Educational Psychology course. A multi-manipulation single organism design was employed with all subjects enabling both individual and group analysis. A study room equipped with an adjacent observation room enabled visual and audio monitoring of student study behavior. Academic materials were available to students in the study room exclusively and records of duration and distribution of student study time were made by an observer having a one-way mirror. Daily testing produced consistent rates of study behavior with low absenteeism from the study room, while intermittent testing produced sporadic bursts of study behavior and frequent instances of absenteeism. Scalping of study behavior rates occurred during the intermittent testing condition. Results suggest that daily testing supports more consistent study patterns than do intermittent testing programs. (Author)

ED 040 457

CG 005 487

Moore, Alma P. And Others

Education Minus White Prejudice Plus Black Power Equals Gray Matter.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Mar 70

Note—26p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Classroom Integration, *Community Involvement, Counselor Role, Counselors, *Integration Methods, *Integration Plans, *Race Relations, Racial Factors, Racial Integration, School Integration, School Role, Student Problems, *Teacher Attitudes

This report is focused on New Iberia, Louisiana, its school system, and a very brief background of the integration situation in the community. A sound-on-slide machine was utilized to present an introduction to the program and to introduce the panel. (The slides are described in detail.) A brief contextual background of the problem is given, including the counselor's evaluation of the situation, his yardstick for action, and his goals. The explosive reactions to change are then discussed. Factors that should have been considered are then presented, followed by a call for unity and redirection. Plans for progress and the conclusion summarize the situation as seen by the counselors. (KJ)

ED 040 458

CG 005 488

MacDonald, A. P.

Internal-External Locus of Control and Attitude Toward Disability.

American Personnel and Guidance Association, Washington, D.C.; West Virginia Univ., Morgantown.

Pub Date 24 Mar 70

Note—21p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Adjustment Problems, *Attitudes, *Emotional Problems, Mental Health, Minority Groups, Motivation, Physical Health, *Physically Handicapped, Reactive Behavior, *Social Disadvantage

The relationship between internal-external locus of control and attitude and reaction toward disability is discussed. Apart from examining the relevant research literature, findings are presented which support the hypothesis that those non-disabled who have external control orientations are more threatened by physical disabilities (vis., internal disorder, cosmetic disorders, sensory disorders, and blindness). Evidence in support of the notion that internally controlled persons view emotional disorders as more debilitating than physical disabilities is also presented. Discussion is primarily restricted to three major disability categories: (1) social disadvantage; (2) physical disability; and (3) emotional disorders. (Author)

ED 040 459

CG 005 490

Prentice, Joan L. Panda, Kailas C.

Instance, Cue, and Dimension Learning in Concept Shift Task.

American Educational Research Association, Washington, D.C.; Indiana Univ., Bloomington. School of Education.

Pub Date Mar 70

Grant—OEG-9-242178-4849-32

Note—14p.; Paper presented at the American Educational Research Association Convention, Minneapolis, Minnesota, March 2-6, 1970

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Abstraction Levels, Children, *Concept Formation, Cues, *Discrimination Learning, Elementary School Students, Learning Characteristics, *Learning Processes, Student Ability

Experiment I was designed to demonstrate that young children fail to abstract the positive cue as the relevant stimulus event in a restricted concept-learning task. Sixteen kindergarten and 16 fourth grade subjects were trained to criterion on a Kendler-type task, whereupon each subject was presented a pair of new instances which contrasted only in the original cues of the original relevant dimension. Fourth graders selected significantly more positive than negative cue instances on the transfer task, indicating they had indeed abstracted attributes from instances. Kindergarteners, however, selected precisely half of either cue instance, indicating failure to abstract the critical attribute. Results contradict an assumption common to concept-shift studies. Experiment II was designed to show whether subjects attend to the dimensionality of a discriminated attribute in a concept-shift task. The subjects were 20 kindergarteners and 20 fourth graders assigned randomly by age group to an intra-dimensional or to an extra-dimensional shift, where dimensions were the same as in original learning, but all the cues were new. The subjects at both age levels performed significantly better on the intra-dimensional shift, supporting an attention-to-dimensionality hypothesis. Results were related to the concept-shift literature. (Author)

ED 040 460

CG 005 491

Taylor, Arthur M. And Others

Imagery Organization and Children's Recall.

Indiana Univ., Bloomington.

Pub Date [70]

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Associative Learning, Elementary School Students, *Imagery, Learning Processes, Memorizing, *Memory, Mental Development, *Organization, *Recall (Psychological), *Thought Processes

The present study was conducted to demonstrate the power of imagery instructional sets to improve the recall of units more complex than in the traditional paired associate (P-A) paradigm and to evaluate imagery as a memory organizer. Forty-eight sixth grade children were randomly assigned to one of four experimental conditions, defined by the instructional set subject was trained to use: (1) unitized-imagery; (2) paired-imagery; (3) unitized-repetition; and (4) paired-repetition. The task involved the P-A recall of noun 4-tuples, for which the subject was instructed whether to learn four nouns as one unit or as three separate S-R pairs. Imagery was used to increase total recall, the number of 4-tuples from which nouns were recalled and the organization of recall, with imagery subjects recalling approximately four times as many nouns as repetition subjects. Unitized-imagery instructions resulted in the highest organization of recall, and it is suggested that imagery is potentially a very effective memory organizer. The power of training in a memory technique was demonstrated, and it seems that children's memories can be improved with training. (Author)

ED 040 461

CG 005 492

Kuvlesky, William P. And Others

Social Ambitions of Negro Boys and Girls from a Metropolitan Ghetto.

Texas A and M Univ., College Station.

Pub Date 69

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Aspiration, Disadvantaged Youth, *Goal Orientation, High School Students, *Negro Attitudes, Negro Students, *Negro Youth, *Sex Differences, Urban Youth

While many speculative statements exist to indicate that aspirations of metropolitan Negro youth are high, little empirical evidence exists to document this thesis. This report provides findings from an analysis of the frames of aspirational reference of 281 sophomores from an all-Negro high school located in a low income ward of Houston, Texas. Robert Merton's idea of "frame of aspirational reference" was operational-

ized to include indicators of goal level for occupation, income, education, and place of residence and an indicator of hierarchical goal importance. It was hypothesized that the male and female respondents would demonstrate similarly high level frames of aspirational reference. It was concluded from the findings that the boys and girls studied did maintain a consistently high level frame of reference. In addition it was observed that very few of the respondents had low level aspirations and that boys and girls maintained identical hierarchies of goal importance. Pertaining to sex differences, it was observed that boys tended to hold slightly higher educational and income goals to demonstrate a higher level of consistency across goal levels in their frame of reference. Relevant implications were drawn. (Author)

ED 040 462

CG 005 493

Ireton, Harold And Others

Infant Mental Development and Neurological Status, Family Socio-Economic Status, and Intelligence at Age Four.

Minnesota Univ., Minneapolis. Health Sciences Center.

Spons Agency—National Inst. of Neurological Diseases and Blindness (DHEW), Washington, D.C.

Pub Date [70]

Note—17p.

Available from—Harold Ireton, University of Minnesota, Health Sciences Center, Hospital Box 393, Minneapolis, Minnesota 55455 (No price is quoted)

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Ability, Children, Family Status, *Infants, Intelligence Quotient, Intelligence Tests, *Mental Development, *Neurological Organization, *Socioeconomic Status

The relationship of infant mental development (Bayley Mental Scale, eight months) to four year Binet IQ was explored in the context of the study sample's neurological and socioeconomic characteristics for a sample of 536 full-term children. The Minnesota sample was approximately normal or average in terms of infant mental scores, infant neurological status, socio-economic status, and four year IQ. SES showed the highest relationship to four year IQ (R for males of .43, females, .38) but infant mental score also showed meaningful correlation with four year IQ (R for males of .28, females .23). SES showed no correlation with infant mental scores. Categorical analysis showed that low mental score was a better predictor of low four year IQ (IQ less than 85) than was low SES. High SES was a better predictor of high four year IQ (IQ greater than 115) than was high mental score. (Author)

ED 040 463

CG 005 494

McManus, Marianna

Group Desensitization of Test Anxiety. Student Counseling Service.

Iowa State Univ., Ames.

Pub Date [70]

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Anxiety, *Behavior Change, College Students, Counseling, *Counseling Programs, Grade Point Average, *Psychological Patterns, Student Problems, Testing, *Testing Problems

Following an orientation session in which test-anxious students were instructed in the theory and methods of desensitization, eighteen ISU undergraduates applied for a desensitization and counseling program for test-taking anxiety. All students committed themselves to attend seven weekly meetings and to practice daily the relaxation exercises at home. Nine of these eighteen subjects were assigned to the treatment group and nine to the wait-list control group on the basis of a free class hour at program time. Treatment consisted of seven desensitization and counseling sessions. The treatment and control groups did not differ significantly in initial Grade Point Average or scores on the A.C.T. Test. Both groups improved G.P.A. the program quarter. But only the treatment group demonstrated a statistically higher improvement. It is concluded that group desensitization in this seven session model is an effective and efficient technique to modify anxiety responses to test taking situations. (Author)

ED 040 464

CG 005 497

Hall, Vernon C.

Verbal Mediation in Paired Associate Learning for Boys from Different Social Classes.

Syracuse Univ., N.Y.

Pub Date 69

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Association Tests, Associative Learning, Child Language, Cognitive Ability, *Cognitive Development, Cognitive Processes, Concept Formation, *Language Development, Learning Processes, *Mediation Theory, *Paired Associate Learning, *Serial Learning, Thought Processes, Verbal Development

Clarification of one aspect of Jensen's model of cognitive abilities provided the impetus for this study. Jensen found that sentence construction as a mediator facilitated learning of paired associates, except when kindergartners were used as subjects. The purpose of the present study is to determine whether the failure of the mediators to facilitate the performance of young children is due to the fact that they do not know what a "sentence" is, or because they are unable to "mediate" when mediators are provided. The influence of experiential factors in language development was measured by using children from two different social classes. Also studied is the ability to transfer mediation strategy. Subjects were 32 kindergarten boys randomly selected from a predominantly white lower class urban school and a middle class white suburban school. The testing procedures are extensively described. Results gleaned from the study suggest that: (1) a mediation condition was more facilitating for middle class subjects; (2) lower class subjects exhibited a different strategy in approaching learning problems and were less proficient in generating sentences; and (3) providing mediators for young subjects does affect the learning of paired associates. Further study is suggested. (TL)

ED 040 465

CG 005 498

Bolian, George C.

Psychiatric Consultation Within a Community of Sick Children - Lessons from a Children's Hospital.

American Orthopsychiatric Association, New York, N.Y.; Washington Univ., Seattle. School of Medicine.

Pub Date Mar 70

Note—22p.; Paper presented at the American Orthopsychiatric Association Convention, San Francisco, California, March 23-26, 1970

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Attitudes, Child Psychology, Children, *Consultation Programs, *Health Services, Mental Health Programs, *Problems, *Psychiatric Services, Social Influences

Delivery of health care services is under close national scrutiny - and rightly so! This report examines one facet of those traditional services, inpatient specialty consultation, in the form of 100 consecutive initial requests for child psychiatry consultative assistance in the clinical setting of a large children's hospital. Analysis of the data in the usual categories (age, sex, race, fee, service, and diagnosis) would strongly suggest that the consultative process is highly complex and only partially, at best, responsive to the needs of patients. Clusters of other significant variables which alter the process include attitudes of the patient and his family, the consultant, the consultee and other staff members, hospital institutional practices, and community and social influences. It would perhaps be more colorful to conclude that inpatient psychiatric consultation for children constitutes a symptom of the national non-system of health care delivery. Accuracy would require rather the conclusion that there is after all a kind of system, but that it is largely hidden, inefficient and too often hypocritical. (Author)

ED 040 466

CG 005 499

Bosco, James

Social Class and the Information Processing Rate of Young Children.

American Educational Research Association, Washington, D.C.; Western Michigan Univ., Kalamazoo.

Pub Date Mar 70

Note—15p.; Paper presented at the American Educational Research Association Convention, Minneapolis, Minnesota, March 2-6, 1970

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Culturally Disadvantaged, Disadvantaged Schools, *Disadvantaged Youth, Discrimination Learning, Educational Research, Elementary School Teachers, *Information Processing, *Learning Difficulties, Nonverbal Ability, *Nonverbal Learning, Perception, *Visual Discrimination, Visual Perception, Visual Stimuli

Literature dealing with the disadvantaged is cursorily reviewed and questions raised by the literature are considered. Specifically, this study concerns the relationship between social class and the rate of processing of visual information in young children. Although various sources of slowness in learning are mentioned, this study focused only on basic cognitive processes, viz. the duration of time required by the child's perceptual system to process visual information. Subjects were 30 first graders from an advantaged (middle-upperclass) school and 30 first graders from a disadvantaged (lower class) school. A Bertrams two-field tachistoscope was used for estimating the processing rate. Techniques developed by Gilbert for controlling image persistence (based on the masking effect of a second visual stimulus) were modified in order to make possible more precise measurement and control. The entire measurement procedure is fully elaborated. The study concludes that: (1) young children of low social class can be tested using the tachistoscope; (2) the four stimuli used (circle, star, square, and triangle) were appropriate for testing young children; and (3) children from a low socioeconomic background do exhibit slower processing rates. (TL)

ED 040 467

CG 005 502

Marshall, Jon C. And Others

The Night People: Design for Involvement with Part-Time Urban Graduate Students. A Symposium.

American Coll. Personnel Association; Missouri Univ., St. Louis.

Pub Date Mar 70

Note—18p.; Paper presented at the annual meeting of the American College Personnel Association, St. Louis, Missouri, March 16-18, 1970

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Communiting Students, Counselor Educators, *Counselor Training, Course Objectives, Curriculum Design, Curriculum Development, *Curriculum Enrichment, Curriculum Problems, Graduate Students, Graduate Study, *Nonresidential Schools, *Relevance (Education), Student College Relationship, Student Research, Students, Student School Relationship, Student Teacher Relationship

With its rapidly increasing enrollment and its large population of evening students, the University of Missouri, St. Louis (UMSL) has its share of the special problems of student and faculty involvement which a commuter college often develops. This paper focuses on the programs and activities established to encourage and provide opportunities for extra-classroom involvement for graduate students enrolled in UMSL's "Counselor Education, Evaluation, Research, and Educational Psychology Department." Efforts are mentioned which provide for student faculty interaction and which assist evening students in class and course scheduling. The bulk of the paper describes the counseling sequence and the research sequence of UMSL's Counselor Education Program in terms of its fidelity to the concept of learning by student involvement and interpersonal relations. The crucial purpose of the program is stated as follows: to produce counselors whose knowledge and interpersonal behavior allow them to function as helping persons. Extensive student comments and evaluation of the programs and their on-the-job relevance and utility are presented. (TL)

ED 040 468

CG 005 503

Harmon, Lenore W.

The Childhood and Adolescent Career Plans of College Women.

American Personnel and Guidance Association, Washington, D.C.; Wisconsin Univ., Milwaukee.

Pub Date Mar 70

Note—19p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Adult Students, *Career Change, Career Choice, *Career Planning, College Freshmen, *Females, *Occupational Choice, Occupational Clusters, Occupational Surveys, Womens Education

This study focuses upon the childhood and adolescent career choices of college freshmen women. Subjects were 1188 women entering the University of Wisconsin at Milwaukee as freshmen. These women were asked to complete the "Life Planning Questionnaire for Women," and to check those occupations, from a list of 135 from the Strong Vocational Interest Battery, which they had ever considered entering, and to list the age when each occupation was considered. Results showed that early vocational considerations of college freshmen tend to be few and general. In terms of overall popularity, the Medical, Social Service, and Verbal fields are considered by most women with Business and Clerical-Secretarial occupations considered by the least. The findings suggest that women do not make many or varied early choices, and that their later choices, although more varied, may be restricted to typical women's fields. (KJ)

ED 040 469 CG 005 504

Furuno, Setsu Connor, Angie

Use of Non-Professional Personnel for Health Screening of Head Start Children.

American Orthopsychiatric Association, New York, N.Y.; Hawaii Univ., Honolulu. School of Public Health.
Pub Date Mar 70

Note—30p.; Paper presented at the American Orthopsychiatric Association Convention, San Francisco, California, March 23-26, 1970

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Child Care, Educational Programs, *Health Personnel, *Health Services, *Non-professional Personnel, Nurses, *Pediatrics Training, Psychologists, *Supervision

This study investigates the extent to which trained nonprofessional personnel under nursing supervision can effectively conduct health screening of Head Start children. Results of screening by nonprofessional workers are compared with results of the traditional pediatric examinations given each child. A total of four nonprofessional persons selected from the indigenous population, trained by a pediatrician and a psychologist, used the following instruments to facilitate screening: (1) parent interview and physical observation forms prepared by the authors; (2) a revision of the Denver Developmental Screening Test; and (3) the Ammons Quick Test. There was a positive correlation between the results of pediatric examinations and those of aides' screening. Aides' referrals for intellectual and developmental problems also reflected a low but positive correlation with those of psychologists. Results suggest that with little training, aides can be useful in doing health screening under supervision by a nurse, and may thus serve to assist in areas where there is an acute shortage of medical and nursing personnel. A behavior inventory used in the study is included separately. (KJ)

ED 040 470 CG 005 505

Goldman, Irwin J. And Others

Dimensions of Work Experience Among Economically Disadvantaged Youth.

American Orthopsychiatric Association, New York, N.Y.; New York State Div. for Youth, New York

Pub Date Mar 70

Note—19p.; Paper presented at the American Orthopsychiatric Association Convention, San Francisco, California, March 23-26, 1970

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Achievement, Community Programs, *Economically Disadvantaged, *Educational Programs, Mobility, Persistence, Social Background, *Urban Youth, *Work Experience, Youth

Factor analysis was used to derive four relatively independent factors or general dimensions of the work experience of economically disadvantaged, urban youth. The factors were named and interpreted as follows: (1) supportive context of job: characteristics referring to supportive aspects of the job, such as friendliness of boss, friendliness of coworkers, perceived fairness of pay, and the consequences of interest and satisfaction; (2) state of job and field mobility: characteristics related to rate of mobility with respect to jobs and occupational fields; (3) job

achievement: characteristics related to achievement oriented standards; and (4) persistence: characteristics indicating persistent, steady work. The factors were analyzed in relation to another set of work variables and to a set of social background variables. They appear to provide a basis for the selection of criteria with which to assess the effect of community work training programs for disadvantaged. (KJ)

ED 040 471 CG 005 506

Anshin, Roman N.

The Role of a Psychiatric Consultant to a Public High School in Racial Transition: Challenge and Response.

Cedars-Sinai Medical Center, Los Angeles, Calif.

Pub Date [70]

Note—11p.

Available from—Roman N. Anshin, Department of Child Psychiatry, Cedars-Sinai Medical Center, 8720 Beverly Boulevard, Los Angeles, California 90048 (No price is quoted)

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Administrative Problems, *Community Change, *Consultants, *Consultation Programs, High Schools, Psychiatric Services, Race Relations, *Racial Integration, Student Problems, Teacher Attitudes

A Psychiatric Consultant's response to consultation in a school in racial transformation is described. Flexibility, awareness of the total field, and the need to have comprehensive sociocultural and political awareness are of key importance. After an assessment of the situation at this high school, the consultant began to ameliorate the processes of stereotyping and hostility by holding meetings with the administration, teachers, students, and parents, to assess their varying concerns, emotional reactions, and points of view. By the end of the first semester, the consultant had supplemented his role by participations in discussions on curriculum and teaching methods, student-faculty communication and decision making, and decision-sharing with the administration. He then sent a questionnaire out to teachers asking for their reactions to consultation. Several negative responses were noted. The second semester of consultation was spent working with administration and teachers involved in special projects. He also set up a one-day convocation to discuss problems of the school's population transition. In the third semester, the consultant will continue to provide assistance to the administration but will shift his focus to more long term consultative work in depth with selected groups of teachers. (KJ)

ED 040 472 CG 005 507

Betz, Robert, L.

Myths and Concerns Re: The Marathon.

American Personnel and Guidance Association, Washington, D.C.; Western Michigan Univ., Kalamazoo.

Pub Date 23 Mar 70

Note—7p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Behavior Change, Evaluation Needs, *Group Dynamics, Participation, *Problems, *Psychological Services, Sensitivity Training, Standards, *T Groups

The marathon is a specific form of the psychoprocess cluster which has its own identifiable characteristics, the basic one being intensity. The primary objective in structuring the marathon is to intensify physical and emotional contact in order to precipitate, encourage, and accelerate the process of behavior change. Myths which have evolved concerning marathons include: (1) participation in a marathon is good for anyone; (2) participation is a quick way to get rid of those "hang-ups" which have plagued you all your life; (3) participation promotes amoral and/or anti-social behavior; and (4) leading a marathon requires little training. Serious professional concerns are being voiced regarding the marathon which need to be dealt with: (1) leadership training; (2) absence of hard data evaluation of the outcomes of the marathon process; (3) publicity or advertisement; and (4) screening of participants. It is time to provide safeguards so that adequate use and protection from misuse can be made of this very effective therapeutic tool. (KJ)

ED 040 473

Caskey, O. L. Duvall, Virginia

A Study of Selected Characteristics of All Disciplinary Offenders Involving Action Resulting in Probation or Suspension at Texas Tech University for the Six Year Period 1963-1969.

Texas Tech. Univ., Lubbock.

Pub Date Dec 69

Note—159p.

EDRS Price MF-\$0.75 HC-\$8.05

Descriptors—*Behavior Patterns, College Freshmen, College Students, Discipline, Discipline Policy, *Discipline Problems, Grade Point Average, Misbehavior, *Sex Differences, *Student Behavior, *Student Characteristics

This study of disciplinary offenders at Texas Tech University was conducted in order to provide information for areas of the campus which deal with various disciplinary activities. The research was limited to those students who had been either suspended or given probation for violating a University regulation. The total sample consisted of 938 disciplinary cases. Data was taken from University records. Findings of the study include: (1) freshmen had considerably more than their share of disciplinary offenses; (2) the Colleges of Arts and Sciences and Business Administration had six percent and five percent respectively higher rate of disciplinary offenders than their percent of enrollment would indicate; (3) male students committed only 37 percent of their offenses as individuals whereas 63 percent of the offenses involving female students were committed by individuals as opposed to a group; and (4) grade point averages of offenders were considerably and consistently lower than the all-campus grade point averages. (KJ)

ED 040 474 CG 005 510

The Effects of Holding a Work-Study Job on the Academic Achievement of First Semester Freshmen at the University of South Carolina.

South Carolina Univ., Columbia. Div. of Student Affairs.

Report No.—Res-Notes-9

Pub Date 21 May 70

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Academic Achievement, Attitudes, *College Freshmen, *Grade Point Average, Motivation, *Performance, Study Habits, Work Experience, *Work Study Programs

The hypothesis of this study was that there is no significant difference between the mean academic performance of freshmen who hold work-study jobs during their first semester and those who do not, where performance is measured in terms of Grade Point Average (GPA). Subjects were two matched groups, the first being 27 students who held work-study jobs for the entire semester and carried 12 semester hours. The control group was composed of 27 students who did not hold jobs during the first semester. Results showed that the first semester mean GPA of the work-study group was insignificantly higher than that of the control group. However, it is quite possible that some extraneous factors counterbalanced any detrimental effects of the job, such as more personal attention which could instill a sense of responsibility for work-study students, and the need to develop better study habits. Further research is needed on the effects of attitudinal and motivational variables on the classroom performance of the working student. (KJ)

ED 040 475 08 CG 005 680

Nelson, Dennis Earl

An Experimental Evaluation of Methods of Teaching Students to Consider Alternative Problem Solutions.

American Inst. for Research in the Behavioral Sciences, Stanford, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0109

Pub Date 70

Grant—OEG-0-8-070109-3530(085)

Note—205p.

EDRS Price MF-\$1.00 HC-\$10.35

Descriptors—*Control Groups, Evaluation, *Experimental Groups, Guidance, Models, *Problem Solving, Reinforcement, Research, *Teaching Methods, Teaching Techniques, *Training

A problem solving skill was investigated to provide direction for training strategies for a proposed personal problem solving training program. There were eight treatment groups utilizing including video-tape modeling, audiotape modeling, social modeling through means of a written booklet, parallel treatments for each of these using social reinforcement of desirable verbal responses, and a control group designed to yield baseline data. There were nine criteria derived from three criterion devices which encompassed two problem solving simulations and a self assessment device. Conclusions were: (1) no one strategy proved optimal; (2) social reinforcement did have an effect upon some problem solving behaviors examined; (3) no training medium was found completely effective; (4) audiotape and written booklet procedures were not significantly different in their effect; (5) the oral lecture was no more effective than the baseline control treatment; and (6) the measures may have lacked the necessary sensitivity to discriminate between problem solvers. (Author/EK)

ED 040 476 24 CG 005 681

Hendricks, Moana And Others
Measuring Creative Social Intelligence. Final Report.

University of Southern California, Los Angeles.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Report No.—R-42

Bureau No.—BR-6-1376

Pub Date Jan 69

Grant—OEG-4-6-061376-1792

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Behavior Patterns, *Cognitive Ability, Creative Ability, Creativity, *Creativity Research, *Intelligence, *Measurement, Research, Semantics, Social Development

This study investigated social intelligence in relation to individuals coping with other persons. In terms of structure of intellect theory, the first of these two areas includes six behavioral cognition abilities, one for each kind of product or mental construct of information. The second includes six behavioral divergent production abilities, concerned with the generation of behavioral ideas in quantity and variety. There were 22 tests designed to measure univocally those six DBX abilities. In order to determine the distinctness of these hypothesized abilities from behavioral cognition abilities on the one hand and from semantic divergent production abilities on the other, three of the former and four of the latter were represented by tests, plus the ability CMA, to represent the verbal IQ. Analysis revealed that DBX abilities could be demonstrated as distinct from one another, from behavioral cognition abilities, from semantic production abilities, and from IQ. (Author/EK)

ED 040 477 08 CG 005 682

Gibbons, Warren D. Lohnes, Paul R.

Career Development From Age 13 to Age 25.

Final Report.

Regis Coll., Weston, Mass.; State Univ. of New York, Buffalo.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2151

Pub Date 69

Grant—OEG-1-7-062151-0471

Note—229p.

EDRS Price MF-\$1.00 HC-\$11.55

Descriptors—*Adolescents, Aspiration, Career Planning, Intelligence, *Occupational Aspiration, Prediction, *Predictive Validity, Socioeconomic Status, *Vocational Development, *Young Adults

This study sought to describe, measure and analyze career patterns from early adolescence into early adulthood, and to measure vocational maturity in junior high school years and explore its predictive validity for subsequent career pattern events. Markov chain analysis was used for the first objective, and multiple discriminant analysis for the second. Data indicated that although sex and vocational maturity were good predictors in early stages, reality variables of family socioeconomic status and intelligence emerged as the dominant predictors of career pattern variables near age 25. Implications for education are that: (1) there is widespread failure to communicate adequately to students the ways in which career success is dependent on general educa-

tional attainment; and (2) there is need for a computerized career information system as an integral part of career guidance curriculum. (Author/CJ)

ED 040 478 40 CG 005 683

McConnell, James V.

Correlates of Individual Learning Styles. Final Report.

Michigan Univ., Ann Arbor. Mental Health Research Inst.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0361

Pub Date Feb 69

Grant—OEG-5-9-239361-0077

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Animal Behavior, *Individual Characteristics, *Laboratory Experiments, *Learning, Learning Activities, Learning Characteristics, *Rats, Research, *Response Mode, Sex Differences

The purpose of this study is to determine categories of learning styles based on research on the chemical and physiological correlates of learning, as well as the development of simple measures that would allow an investigator to place a subject within one or more of these categories. The data from eight experiments with rats suggests that there are reliable differences: (1) between the rates at which male and female rats acquire a barpress response; and (2) between the rates at which hooded and albino rats acquire the same response. The present data is explainable in terms of general activity level: (1) animals with a high activity level appear to learn rapidly and do not benefit from interpolated rest periods; and (2) animals with low activity levels appear to learn more slowly but benefit from interpolated rest periods. It is possible that activity level constitutes one of the broad descriptive categories of individuals learning styles. (Author/EK)

ED 040 479 08 CG 005 684

Dales, Ruth J. Walters, James

Factors Related to Educational and Occupational Aspirations of Adolescent Males From Culturally Deprived Families. Final Report.

Florida State Univ., Tallahassee.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0197

Pub Date Aug 69

Contract—OEC-5-85-058

Note—212p.

EDRS Price MF-\$1.00 HC-\$10.70

Descriptors—Academic Aspiration, *Adolescents, Anxiety, *Aspiration, *Culturally Disadvantaged, Lower Class, Males, Occupational Aspiration, *Racial Differences, *Self Concept

Purposes of this longitudinal study were: (1) to determine any relationship between self concept, anxiety, family adjustment, parental aspirations, and the level of aspirations of lower class black and white boys; (2) to relate the IQ level to aspiration level; and (3) to determine over a span of three years what significant changes occur for each race in self concept, anxiety, and family development. Final data were analyzed for 762 youths, evenly divided by race, with IQ's ranging from 70 to 142. Results showed that both races held high self concepts with blacks holding consistently higher self concepts than whites. Both groups were initially highly anxious, with whites becoming considerably less so with time while blacks remained quite anxious. White boys had slightly better family adjustment scores than black boys. Data presented should help vocational counselors to be sensitive to highly anxious boys with unrealistic aspirations. (Author/CJ)

ED 040 480 24 CG 005 729

Long, Thomas E.

Development and Evaluation of an Enriched Social Counseling Program. Final Report.

Altoona Area School District, Pa.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-8-B-112

Pub Date 15 Aug 69

Grant—OEG-2-9-480112-1007(010)

Note—43p.

Available from—Thomas E. Long, Altoona Area School District, Lincoln Building, 1415 Seventh Avenue, Altoona, Pennsylvania 16603 (No price is quoted)

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Attitudes, *Behavior Change, Behavior Problems, *Counseling, Counseling Effectiveness, *Discipline, *Discipline Problems, High School Students, *Remedial Programs

This study evaluates the effectiveness of continued remedial problem counseling for those students in a large high school who were disciplined for serious breaches of school conduct and for those showing deteriorating behavior. After being disciplined, the offender was referred to the project counselor for intensive project counseling, lasting for two months. At the end of the school year, each student in the project and an equal number of non-project students were asked to complete a questionnaire regarding the school's disciplinary system and the counseling effort. The project students were likely to feel inadequate in interpersonal relationships yet they were found to accept personal responsibility for school problems. Following counseling the typical project student was likely to show better attitudes toward the school and discipline. Counseling was considered to be of more personal value by the student than the discipline. They appreciated, more than the control group, the help of a counselor. (KJ)

ED 040 481 24 CG 005 731

Lanyon, Richard I.

A Study to Determine Some Effects of Learning Without Awareness. Final Report.

Pittsburgh Univ., Pa.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-8-B-056

Pub Date Jun 70

Grant—OEG-0-8-080056-3682(010)

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—*Behavioral Science Research, *Cognitive Processes, Interviews, Laboratory Experiments, Learning Characteristics, *Learning Processes, Perception, *Reinforcement, Research, *Verbal Operant Conditioning

This study undertook to reconcile the views of cognitive and behavioral learning theorists on the issue whether learning without awareness (LWA) is possible, and if so, the circumstances under which it occurs. In Study One, two reinforcement procedures were compared in a structured verbal conditioning task. Study Two was a replication of Study One. In Study Three, an attempt was made to demonstrate LWA in another laboratory task, in which subjects were asked to make a series of choices among four different cards. Study Four attempted to demonstrate the generality of LWA through the use of a totally unstructured interview. It was concluded that LWA in laboratory verbal conditioning does take place under appropriate circumstances, when reinforcement appears to be a natural part of the situation and the subject does not have a learning "set". It appears that this phenomenon can also occur in a naturalistic setting. The findings support a behavioral rather than a cognitive approach to an understanding of verbal conditioning. (Author/KJ)

ED 040 482 24 CG 005 732

Nelson, Richard C.

A Study to Determine the Biomechanics of Running in Skilled Trackmen. Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-8-B-012

Pub Date 11 Mar 70

Grant—OEG-0-8-003329-4285(010)

Note—116p.

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors—Athletes, Athletic Activities, College Students, Exercise (Physiology), Human Body, *Individual Characteristics, *Motor Reactions, *Physiology, *Running

The purpose of this study is to investigate the manner in which selected mechanical elements of the running stride are altered with accompanying variations in the speed of running and the slope upon which running occurs. Subjects, 16 intercollegiate runners, were marked at reference points of the body pertinent to this study and filmed twice running: (1) on a flat surface; (2) uphill; and (3) downhill. Within the limitations of this study, it is concluded that the biomechanics of the running stride are significantly altered by changes in speed, and the slope of the running surface. It is also apparent that the effects of slope and speed do not exercise a uniform influence upon individuals. (Author/KJ)

ED 040 483 24 CG 005 733

Edmonds, Ed M.

Concept Formation and Utilization in the Presence of Irrelevant Visual Stimulation. Final Report.

Augusta Coll., Ga.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-8-D-039

Pub Date Dec 69

Grant—OEG-4-080039-0040-057

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—College Students, *Concept Formation, *Discrimination Learning, *Learning

Processes, Memory, *Perception, Performance, Stimuli, *Visual Discrimination, Visual Stimuli

The purpose of the two experiments was to assess the effects of two levels of stimulus redundancy and three levels of irrelevant visual stimulation on performance in a successive discrimination task and a reproduction task. The results indicate that increases in redundancy facilitated performance in the reproduction task but had no appreciable effect on performance in the successive discrimination task. Performance significantly decreased in both tasks as the amount of irrelevant stimulation increased. (KJ)

ED 040 484 24 CG 005 734

Guthrie, John T.

Feedback and Sentence Learning.

Johns Hopkins Univ., Baltimore, Md. Center for

the Study of Social Organization of Schools.

Spons Agency—Johns Hopkins Univ., Baltimore,

Md.; Office of Education (DHEW), Washing-

ton, D.C. Bureau of Research.

Report No—R-71

Bureau No—BR-6-1610

Pub Date Jun 70

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Feedback, Learning, Learning

Processes, *Learning Theories, Models, *Pro-

grammed Instruction, Reinforcement, *Response

Mode, Stimuli, *Verbal Learning

The theoretical functions of external feedback in SR and closed loop models of verbal learning are presented. Contradictory predictions from the models are tested with a three by three factorial experiment including three types of feedback and three amounts of rehearsal. There were 90 adult students run individually and they were required to learn 39 sentences verbatim. The results were: (1) feedback facilitated learning when it followed wrong responses; (2) feedback had no effect on learning following right responses; and (3) feedback consisting of both the stimulus and the response was superior to "no feedback" whereas feedback consisting of only the response did not differ from "no feedback". The findings are discussed in relation to the two learning models and programmed instruction. (Author)

ED 040 485 24 CG 005 735

Howell, Richard W.

A Study of Informal Learning. Final Report.

City Univ. of New York, N.Y. Richmond Coll.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-8-B-125

Pub Date Jun 69

Grant—OEG-2-9-420125-1009

Note—78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—*Geographic Concepts, *Interest

Research, *Learning, Learning Characteristics,

Maps, Map Skills, *Motivation, *Perception

Some 1750 sketch maps drawn in response to three sets of instructions by residents of, and commuters to, Staten Island and 138 extended interviews with residents suggest that informal learning is largely independent of formal learning. Cognitive maps which individuals form are practical instruments frequently bearing no resemblance to commercial maps of the given area. Generally, areas which are not relevant for individuals are not included on the maps. The most detailed and technically accurate maps were provided by those with a pride in the island indicating exploration throughout the island together with study of commercial maps. In this case, everything about the island appears to be considered relevant, suggesting, in general, that if information is to be meaningfully absorbed it must be seen as having a direct bearing on the real life of the individual. (Author/CJ)

ED 040 486 24 CG 005 736

Berman, Phyllis W.

Errors During Children's Discrimination Learning: Stimulus and Procedural Effects. Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-9-B-003

Pub Date Jan 70

Grant—OEG-2-9-480003-1008(010)

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Discrimination Learning, *Elementary

School Students, *Error Patterns, *Preschool Children, Research, Research

Methodology, Rewards, *Stimulus Behavior

The two experiments investigated stimulus novelty which may affect reward and nonreward in a discrimination learning situation at different ages. The first experiment compared two types of "trial one" stimulus procedures on error tendencies following reward and nonreward. The two procedures differed with respect to novelty effects. One group was presented on the first trial with one of the two "trial two" stimuli, while the other group was given two stimuli on both trials. Reward was more difficult for the "one stimulus" group. In the second experiment, two groups were given a series of 24 problems with varied presentation to alter familiarity with the stimuli. One group chose between a novel and a familiar stimulus with the familiar stimulus rewarded half of the time and nonrewarded the other half. The other group was given stimuli but did not know whether its choices were rewarded. The first group chose familiar stimuli more often than the second group suggesting that the learning situation was more favorable. Results were specific to the use of "two dimensional" patterned stimuli which have little tactual appeal to children. (EK)

ED 040 487 EA 002 878

How the Public Views Nonpublic Schools.

Spons Agency—Danforth Foundation, St. Louis,

Mo.

Pub Date 29 Jul 69

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Educational Finance, Educational

Philosophy, Educational Quality, *National

Surveys, *Parochial Schools, *Private Schools,

*Public Education, *Public Opinion, Public

Schools

This report summarizes findings of a nationwide survey designed to assess public opinion regarding nonpublic school education. In February 1969, interviews with 1,505 adults were conducted by Gallup International in a variety of communities throughout the nation. Responses revealed the public's level of information concerning nonpublic schools; its opinions regarding the quality, cost, and value of private school education; and its reasons for preferring either public or private education. Percentage breakdowns are given for responses by the entire sample and by a subsample of respondents from communities where private, parochial, and public schools are all present (approximately one-third of the nation). (JH)

ED 040 488 EA 002 879

Juarez, Leo J.

The Technical Advisor as a Cross-Cultural

Change Agent. Occasional Paper No. 7.

Kentucky Univ., Lexington.

Pub Date 69

Note—35p.

Available from—Program on Educational Change, University of Kentucky, Lexington, Kentucky, (free)

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Administrator Role, Bibliographies, *Change Agents, Communication

(Thought Transfer), *Consultants, Cross Cultural

Training, *Developing Nations, International

Programs, *Models, Technical Assistance

Three models are described within a single theoretical framework for analyzing the functions of a technical advisor and the problems he may encounter in overseas development work: (1) client systems of the technical advisor and their interrelationships, (2) areas of interference in cross-cultural communication, and (3) roles of a technical advisor. As a change agent serving in the capacity of a change therapist, the technical

advisor's objectives are to introduce and establish within his client system new behavior patterns which will allow his clients to deal more effectively with their environments. The first model identifies seven elements of the advisor's supportive system not related to the host country, and five elements directly related to the host country. The second model outlines six screens through which a message must pass between sender and receiver, affecting the clarity and understanding of the communication. The third model defines the complex role of the advisor as analyst, educator, advisor, systems linker, organizational innovator, technical innovator, and leadership trainer. (JK)

ED 040 489 EA 002 880

McGhehey, M.A.

The School Attorney: Selection, Duties, How To

Work With Him.

Educational Service Bureau, Inc., Washington,

D.C. Administrative Leadership Service.

Pub Date 69

Note—52p.

Available from—Administrative Leadership Service, Educational Service Bureau, Inc., 1835 K

Street, N.W., Washington, D.C. 20006 (\$5.95)

Document Not Available from EDRS.

Descriptors—Boards of Education, Collective

Negotiation, Court Litigation, Federal Legisla-

tion, *Lawyers, *Legal Aid, *Legal Problems,

School Law, State Legislation

Rapid social changes, political turmoil, and the expanded body of school legislation indicate the need for school districts to have access to competent legal services. A permanent position of school attorney is recommended to prevent legal entanglements for the school district. A school attorney would provide routine legal services, legal counsel, litigation services, representation in collective negotiations, and legal representation for school employees. He could also serve as a liaison between State and Federal legal agencies and the local board, and lend assistance in interpreting recent State and Federal legislation. Such an attorney should be selected and compensated commensurably with his training and experience. (RA)

ED 040 490 EA 002 883

Ackery, Robert L.

The Reasonable Exercise of Authority.

National Association of Secondary School Prin-

ciples, Washington, D.C.

Pub Date 69

Note—33p.

Available from—National Association of Secondary School Principals, 1201 Sixteenth Street,

N.W., Washington, D.C. 20036 (\$1.00, Quantity

Discounts)

EDRS Price MF-\$0.25 HC Not Available from

EDRS.

Descriptors—Activism, Administrative Policy, *Administrator Guides, Civil Disobedience,

*Civil Liberties, Cocurricular Activities, Court

Cases, *Court Litigation, Discipline Policy,

Freedom of Speech, Principals, School Law,

*Secondary Schools, *Student Behavior, Student

Participation

This booklet was prepared to provide information and guidance for principals and other administrators on their duties and powers as defined by recent court decisions, and to suggest acceptable approaches to reasonable exercise of authority by school officials. The first section provides a general description of the concept "due process" and its relationship to school law. Based on recent court decisions, the guidelines for administrative action provided in section two concern freedom of expression; personal appearance; behavior codes; student property; extracurricular activities; disciplines; student government; student press; petition rights; and drugs. The final section presents annotations of landmark court cases that have affected the balance between the authority of the building administrator and the civil liberties of students. (JH)

ED 040 491 EA 002 884

Harman, W. G.

Three Approaches to Educational Resource Allo-

cation.

Toronto Univ. (Ontario). Inst. for the Quantita-

tive Analysis of Social and Economic Policy.

Report No—WP-6904

Pub Date Dec 68

Note—40p.

Available from—Institute for the Quantitative Analysis of Social and Economic Policy, University of Toronto, 150 St. George Street, Toronto 5, Canada (\$1.00)

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—*Cost Effectiveness, Decision Making, *Educational Demand, *Educational Economics, Educational Objectives, Educational Planning, Educational Resources, Manpower Development, *Manpower Needs, *Resource Allocations, Systems Analysis

The three main approaches to educational planning are social demand, manpower forecasting, and cost benefit. The social demand approach, useful only for reference purposes, attempts to forecast and assess consumer demand for education. Manpower forecasting tries to insure an output of the educational system to meet future economic demands, but provides mere approximations for medium- and short-run goals. The cost-benefit approach, which will be most utilized in the future, attempts to insure either maximization of some objective function, or minimization of resources used to achieve a certain goal. Although sometimes inaccurate, ratios are essential to this approach. These three approaches will be used until replaced by more reliable tools, but in the final analysis the decision-making function for educational resource allocation will remain political. (Author/LLR)

ED 040 492

EA 002 885

Melton, George E. And Others.

The Principals: Job Specifications and Salary Considerations for the 70's.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 70

Note—70p.

Available from—National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00, quantity discounts)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Administrator Background, *Administrator Evaluation, Administrator Responsibility, Administrator Role, *Contract Salaries, Evaluation Techniques, Leadership, Leadership Qualities, *Occupational Information, Performance Criteria, *Principals, Salary Differentials, School Environment, *Secondary Schools

This document has three parts: (1) an updated job description of the secondary school principalship, (2) a modern approach to an evaluation of the principal's performance, and (3) a statement of how to determine salaries for principals. The text stresses that the principal must perform a variety of roles: educational leader; administrator; communicator between students, staff, community, other schools, board of education, and colleagues; conflict mediator; educator of educators; ombudsman; and professional. It is emphasized that the performance of a principal must be evaluated on the basis of all the roles he performs, and that objective evaluation instruments such as graphs and checklists fail to evaluate the entire responsibility. Results of a national survey on administrative salaries, arranged alphabetically by school district, are appended. Data are categorized according to (1) relationship between supervisory/administrative and teacher schedules, and (2) considerations and factors taken into account in setting supervisory/administrative salaries. (DE)

ED 040 493

EA 002 886

Hamilton, Norman K., Ed. Saylor, J. Galen, Ed.

Humanizing the Secondary School.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 69

Note—134p.

Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.75, quantity discounts)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Creativity, Curriculum Design, *Human Dignity, *Humanism, Individualized Programs, Individual Power, Leadership Training, Professional Recognition, *Relevance (Education), *Secondary Schools, *Secondary School Students, Teacher Militancy, Values

These papers, presented during ASCD-sponsored conference, confront educators with issues in and alternatives for making secondary schools a more humanizing experience for students. The contributors and their articles are: Norman K. Hamilton, "Alternatives in Secondary Education"; Thornton B. Monez and Norman L. Bussiere, "The High School in Human Terms"; Herbert A. Thelen, "The Humane Person Defined"; James B. MacDonald, "The High School in Human Terms: Curriculum Design"; Robert S. Soar, "Achieving Humaneness: Supporting Research"; Dwight W. Allen, "A Technology and Performance Curriculum"; Lloyd S. Michael, "Alternative Modes of Organizing Secondary Schools"; John L. Wallen, "Building Leadership Skills"; and a summary chapter by J. Galen Saylor, "Some Characteristics of a Humane Secondary School." (MLF)

ED 040 494

EA 002 887

Frazier, Alexander, Ed.

A Curriculum for Children.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 69

Note—143p.

Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (NEA Stock No. 611-17790, \$2.75)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Classroom Communication, Curriculum Design, *Curriculum Development, Curriculum Evaluation, Curriculum Planning, Educational Objectives, Educational Resources, Elementary Education, *Elementary School Curriculum, *Individualized Curriculum, Individualized Instruction, *Instructional Innovation, Instructional Media, *Instructional Technology, Neighborhood Schools, Social Problems

This publication contains seven papers, six of which were presented at a 1968 conference sponsored by the Elementary Education Advisory Council of the ASCD in cooperation with the Department of Elementary-Kindergarten-Nursery Education of the NEA. Topics covered include elements and issues in curriculum-making for children, present trends in elementary curriculum, educational technology, value conflicts and social problems, the neighborhood school, and models and theories of curriculum design. (LLR)

ED 040 495

EA 002 888

Knezevich, Stephen J., Ed.

Administrative Technology and the School Executive: Applying the Systems Approach to Educational Administration.

American Association of School Administrators, Washington, D.C.

Pub Date 69

Note—171p.

Available from—American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$4.00, quantity discounts)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Administrative Change, Administrative Principles, Budgeting, Critical Path Method, Decision Making, *Educational Administration, *Operations Research, Planning, Programming, *Resource Allocations, Systems Analysis, *Systems Approach, Technological Advancement, Technology

Identifiers—Planning Programming Budgeting System, PPBS

In this era of rapid social change, educational administrators have discovered that new approaches to problem solving and decision making are needed. Systems analysis could afford a promising approach to administrative problems by providing a number of systematic techniques designed to sharpen administrative decision making, enhance efficiency, and increase the probability of educational program effectiveness. Several system models for rational decision making have been developed by business, military, and industrial organizations. Each of these models depends upon an operational definition of the desired result, a specification of the processes designed to achieve that result, and evaluative techniques to assess the success of each process. School districts and administrators would benefit from the implementation of one or more of the

rationalistic decision-making techniques such as planning-programming-budgeting system, critical path analysis, or operations analysis. Once goals are chosen, these techniques aid in proper resource allocation to effect those goals. (RA)

ED 040 496

EA 002 889

Secondary School Athletic Administration: A New Look. Report of the National Conference on Secondary School Athletic Administration (2nd, Washington, D.C., January 12-15, 1969).

American Association for Health, Physical Education and Recreation, Washington, D.C.

Pub Date 69

Note—142p.

Available from—The American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.E., Washington, D.C. 20036 (\$2.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Administrator Role, Athletic Equipment, *Athletic Programs, Budgets, Conference Reports, Health Programs, Insurance Programs, Physical Fitness, Professional Associations, *Program Administration, Program Evaluation, Public Relations, Recreational Programs, *Secondary Education, Student Opinion, Teacher Background, Tenure, Traffic Control

This report contains a collection of papers presented at the conference. Topics covered include evaluation of athletic staff and programs, changing interests and values of teenagers, new athletic facilities, professional preparation of and job security for coaches, public relations, athletic directors' roles, athletic budgets, insurance programs, crowd control, and rules of behavior for athletes. Two papers by students that discuss the merits of high school athletic programs and papers on the status of State high school athletic associations in Minnesota, Illinois, and Ohio are included. (DE)

ED 040 497

EA 002 890

9+ The Year-Round School.

American Association of School Administrators, Washington, D.C.

Pub Date 70

Note—36p.

Available from—American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00, quantity discounts)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Extended School Year, *Program Descriptions, Program Effectiveness, Program Planning, *Program Proposals, Quarter System, Schedule Modules, *School Schedules, Summer Programs, Summer Schools, *Year Round Schools

The 9-month school year with a 3-month summer vacation had its origin in our earlier agrarian life. Today's teacher shortages, overcrowded schools, and pressures to learn demand extensions of the school year. This publication analyzes five programs: (1) a staggered-vacation school year for all, (2) a full 48-week school year for all, (3) a voluntary summer program, (4) a summer studies program for professional personnel, and (5) the multiple trails plan based on time modules. A brief description of the Fulton County (Georgia) four-quarter plan is provided, along with major references to year-round college programs. An extensive bibliography is also included. (Author/LLR)

ED 040 498

EA 002 891

Mt. Sequoyah National Seminar on Year-Round Education.

Arkansas School Study Council, Fayetteville; Fayetteville School District, Ark.

Pub Date 69

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Extended School Year, *Program Descriptions, Program Effectiveness, *Program Proposals, Quarter System, Schedule Modules, *School Schedules, Summer Schools, *Year Round Schools

Based on the assumption that education is an ongoing process, this first national seminar was instituted to serve as a clearinghouse of information on year-round education. The seminar brought together some of the nation's most creative educators to consider year-round schools as a means of improving the quality of education

without corresponding increases in costs. Excerpts of 13 speeches delivered at the conference, a general summary of speeches, and lists of seminar consultants and participants are included. (LLR)

ED 040 499 EA 002 893

Approaches to Problems of Public School Administration in Health, Physical Education, and Recreation. Proceedings of the National Conference of City and County Directors, (6 th, Washington, D.C., December 8-10, 1968).

American Association for Health, Physical Education and Recreation, Washington, D.C.

Pub Date 69

Note—158p.

Available from—NEA Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00, Quantity discounts)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Administrative Organization, *Administrative Problems, Athletic Activities, Conference Reports, Drug Abuse, Ethnic Groups, Family Life, Health Education, Human Relations, *Physical Education, Physical Education Facilities, *Public Schools, *School Health Services, *School Recreational Programs, Sex Education, Traffic Control, Year Round Schools

This report contains a collection of papers selected from those presented at the conference. Topics covered include: human relations in the interactions of ethnic groups, crowd control at athletic events, trends in health education on drugs, sex education and family life, administrative structure, year-round schools, physical education programs, and physical education facilities. Besides papers and speeches, the document contains summaries of group discussions on the topics covered in formal presentations. Supportive materials are appended. (DE)

ED 040 500 EA 002 894

Hamilton, Carolyn Copen And Others. School District Campaign Planner: A Guide to Successful Finance Elections.

National School Public Relations Association, Washington, D.C.

Pub Date 69

Note—105p.

Available from—National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (NEA Stock No. 411-12364, \$14.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Case Studies, *Citizen Participation, *Educational Finance, *Guides, Mass Media, Public Opinion, *School Budget Elections, *Voting

As a guide for those concerned with presenting the financial needs of the schools to the voting public, general research findings in the art of campaigning for school funds are summarized. Techniques, tools, and practices that have been used with success are reported, as well as the importance of understanding the attitudes of voters toward school spending. Specific components of a successful campaign are described, including early citizen involvement, timing of the election, choice of the campaign coordinator, use of community groups, and use of communications media. A campaign checklist, an organizational plan, and a resource list of 36 articles, reports, books, and monographs are also provided. A review of school budget elections held in 24 cities across the nation lists four primary factors for each election (total school enrollment, total population of community or district, type of campaign, and amount of money sought) describes the campaign conducted for each, and tells whether the effort was successful. (JK)

ED 040 501 EA 002 895

Haller, Emil J. Strategies for Change.

Ontario Inst. for Studies in Education, Toronto.

Dept. of Educational Administration.

Pub Date 69

Note—74p.

Available from—The Ontario Institute for Studies in Education, Dept. of Educational Administration, 252 Bloor Street West, Toronto, Ontario, Canada (\$2.00)

Document Not Available from EDRS.

Descriptors—*Diffusion, *Educational Change, *Elementary School Teachers, *Instructional Innovation, Interaction, Job Satisfaction, Resources, School Orientation, School Surveys, *Teacher Attitudes, Teacher Education

The need for educational change is widely recognized, but the methods for implementing such changes are not yet known. In the second phase of a study of the development of citizenship attitudes in children, forty-seven elementary teachers were interviewed to determine attitudes toward educational changes, sources of new ideas, and satisfactions derived from teaching. The results of these interviews indicate that teachers do not resist instructional innovation. Most of their useful ideas come from formal training and through interactions with other teachers and with pupils, their greatest satisfactions being derived from the interactions with pupils. Three strategies to implement change in the educational structure are: (1) modification of the school's structure and organization to facilitate the communication of new ideas among teachers, (2) creation of formal links to universities and graduate schools of education to insure a source of new ideas to teachers who are oriented to school improvement, (3) "status studies" conducted by each school to determine the needs of its clientele. (RA)

ED 040 502 EA 002 896

King, Alan J. C. Ripton, Reginald A.

The School in Transition: A Profile of a Secondary School Undergoing Innovation.

Collegiate Inst. Board of Ottawa (Ontario); Ontario Inst. for Studies in Education, Toronto.

Pub Date 70

Note—52p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario (\$2.00)

Document Not Available from EDRS.

Descriptors—Administrator Role, *Comparative Analysis, Credits, Discipline Policy, Flexible Progression, Guidance Services, Individualized Curriculum, *Innovation, *Program Evaluation, Role Conflict, *Secondary Schools, Student Reaction, Teacher Attitudes

The impact of four school innovations is examined from the students' point of view, the teachers' reactions, and the changes wrought in guidance services and administrative functions. Teacher and student reaction was generally favorable to the individualization brought about by personal timetabling, subject promotion, a credit system, and a more student-centered approach to discipline policy. Most dissatisfaction expressed by teachers, guidance personnel, and administrators stemmed from the increased clerical work and from changes in their respective roles necessitated by the new procedures. Comparison with a similar school retaining a more traditional program revealed no difference in student academic achievement, but greater satisfaction among students of the innovative school with subjects, schedules, and the student-centered approach to discipline. (RA)

ED 040 503 24 EA 002 920

Temkin, Sanford

A Comprehensive Theory of Cost-Effectiveness. Administering for Change Program. Technical Paper.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Bureau No—BR-6-2867

Pub Date Apr 70

Contract—OEC-1-7-062867-3053

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—Bibliographies, *Cost Effectiveness, *Decision Making, Educational Objectives, *Educational Planning, Evaluation Techniques, Mathematical Models, Program Design, Program Evaluation, *Resource Allocations, Risk

This monograph provides a theoretical substantiation for benefit-cost analysis and cost-effectiveness analysis in school system planning. Nine examples of decision-making situations are presented. A simple case of a single objective to be attained with one plan being selected from a set of proposed plans with no resource constraints evolves into a more complex and more realistic case with multiple objectives and several

activities or programs to be chosen from a host of possibilities under resource constraints. Cases include not only a priori decision-making schemes but evaluation schemes as well. A summary of the nine cases offers specific recommendations about methods that can be used for generating and processing the kind of "data types" required for educational decision making. A 36-entry bibliography is appended. This document is a rewritten chapter of a dissertation entitled, "A Cost-Effectiveness Evaluation Approach to Improving Resource Allocations for School Systems" (EA 002 937). (DE)

ED 040 504 24 EA 002 921

Ferguson, Donald G. And Others

Models for Pupil Services in Elementary Schools. Final Report.

Maryland Univ., College Park.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-8-0451

Pub Date Nov 69

Contract—OEC-3-8-080451-0042 (010)

Note—142p.

EDRS Price MF-\$0.75 HC-\$7.20

Descriptors—Cocounseling, *Demonstration Programs, Early Childhood Education, Elementary School Counseling, *Elementary Schools, Guidance Services, Inservice Programs, Inservice Teacher Education, Instruction, Kindergarten, Parent Role, Problem Children, Psychological Services, *Pupil Personnel Services, Student Needs

The purpose of this study was to develop appropriate models for pupil services in elementary schools in districts of varying size, pupil population, and wealth. The models presented are derived primarily from an indepth study of exemplary projects in 20 school districts, and are currently operational. The report includes models for the team conference system, two counseling programs in which school-based specialists serve all elementary school children in the district, a summer counseling program designed to assist in the transition from elementary school to junior high school, a program for prekindergarten children, several inservice training programs, and programs using auxiliary personnel and volunteers. It is suggested that effective pupil services must be part of a coordinated program operated on a district-wide basis. Models and guides are provided for organizing, administering, and staffing a pupil services department in a structure that stresses the interprofessional approach. The close interrelationship between pupil services and instruction is stressed as is the necessity for involving all staff personnel—including principals and teachers—to ensure that pupil services are within the mainstream of the total educational program. (Author/DE)

ED 040 505 24 EA 002 922

Latham, James W., Jr.

A Training Program on Curricular Evaluation for Selected Maryland Educational Administrators and Supervisors. Research Training Conference Report.

Maryland State Dept. of Education, Baltimore.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0218

Pub Date Oct 69

Grant—OEG-0-9-200218-2789

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Behavioral Objectives, Conferences, *Curriculum Evaluation, *Educational Administration, Humanities Instruction, *Institutes (Training Programs), Mathematics Instruction, Science Instruction, Science Supervision, State Programs, *Supervisory Training

This document describes the objectives and activities of a State-coordinated training program in curriculum evaluation. Seventy-five Maryland education supervisors and five from adjacent States were trained in identification, formulation, and evaluation of instructional objectives for science, mathematics, and humanities programs. Participants were taught to discriminate between well and poorly written objectives, to translate local program objectives into performance objectives, and to make decisions about curricular change. Appendixes provide lists of program participants and consultants, and sample copies of behavioral objectives developed by participants. (Author/LLR)

ED 040 506 24 EA 002 923

Becker, Gerald And Others
Issues and Problems in Elementary School Administration. Final Report.

Oregon State Univ., Corvallis. Center for Educational Research and Service.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0428

Pub Date Feb 70

Grant—OEG-9-8-080428-0142

Note—194p.

EDRS Price MF-\$0.75 HC-\$9.80

Descriptors—*Administrative Problems, Administrator Background, *Administrator Role, Collective Negotiation, Educational Facilities, Educational Finance, *Elementary Schools, Federal Programs, Instructional Programs, Leadership, National Surveys, Organizational Climate, Personnel Policy, *Principals, Professional Associations, Regional Laboratories, Social Environment, Student School Relationship

This national study was conducted to determine the problems of the elementary school principal; the types of assistance available to principals from the U.S. Office of Education, State departments of education, colleges and universities, State elementary school principal associations, and regional educational laboratories; and the relevance of college and university preparatory programs. Part of the study, a review of the literature on the elementary school principalship, undertaken to determine any concurrence with principals' perceptions of their problems, is contained in a separate document (EA 002 939). The study employed a questionnaire and an interview guide. The primary source of information was a sample of elementary principals from the 50 States selected to achieve balance in both a regional classification and a six-step, rural-urban classification. Problems identified were organized into six categories: (1) school and society, (2) pupil personnel, (3) instructional program, (4) administrative leadership, (5) organizational texture, and (6) finances and facilities. The principals were also asked to suggest anticipated problems for the next 10 years. Conclusions and recommendations are provided on the elementary school principalship and its future. (DE)

ED 040 507 24 EA 002 924

An Educational System for the Seventies. Final Report.

Shelly (E.F.) and Co., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1037

Pub Date 5 Nov 69

Contract—OEC-1-7-071037-3596

Note—246p.

EDRS Price MF-\$1.00 HC-\$12.40

Descriptors—*Curriculum Development, *Curriculum Research, Educational Needs, Educational Objectives, *Individualized Curriculum, Instructional Improvement, *Instructional Innovation, Instructional Technology, *Program Evaluation, Public School Systems, Secondary Education

Identifiers—*Educational System for the Seventies, ES 70 Program

This report summarizes the planning and implementation of an Educational System for the Seventies (ES-70), a research and demonstration program for developing a relevant, individualized, and economically feasible secondary school curriculum and organization. Research efforts are patterned to establish performance objectives for selected activities, design courses of studies, select media and materials, and develop teaching strategies. Project participants include 19 local school districts, their respective State education departments, the U.S. Office of Education, and other interested organizations. Five appendices include statements on the project scope; correspondence; a list of related reports, brochures, newsletters, and other papers; inventories of project-related materials, and samples of the ES-70 NEWS. Related documents are ED 032 630 and ED 032 631. (Appendix B. Copies of Correspondence ppB1-13, may be of poor quality when reproduced because of marginal legibility.) (Author/LLR)

ED 040 508 24 EA 002 925

Weinberger, Jo Ann

Summary and Comparison of Three Annual Conferences ('67 - '68 - '69) of Teachers and Ad-

ministrators Using the Instructional System Individually Prescribed Instruction.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2867

Pub Date [69]

Contract—OEC-1-7-062867-3053

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Conference Reports, *Individualized Instruction, *Individualized Programs, *Program Evaluation, *Program Planning, Questionnaires

Identifiers—*Individually Prescribed Instruction, IPI

This report summarizes and compares results of three conference seminars on Individually Prescribed Instruction (IPI) held in 1967, 1968, and 1969 for administrators and teachers. Basic seminar objectives were to give participants an opportunity to exchange ideas about IPI, to provide them with information concerning future developments of IPI, and to encourage the feedback loop by asking them for recommendations for the improvement of IPI. Although the first seminar concentrated on mathematics instruction, later sessions dealt with the teaching of reading, mathematics, writing, spelling, and handwriting. Results of questionnaires administered to program participants are included. (LLR)

ED 040 509 24 EA 002 929

Marcussen, Jack I. Calendine, Jerry
Evaluation Training Project. Final Report.

Research Council of the Great Schools, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0153

Pub Date Apr 70

Grant—OEG-0-8-0153-3331(010)

Note—40p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Boards of Education, Decision Making, *Evaluation, Evaluation Methods, Evaluation Needs, Inservice Education, *Program Evaluation, *Research, Research Directors, Research Skills, Superintendents, Urban Areas

The purpose of this evaluation-research training program was to involve local program evaluators in training activities that would increase evaluation competencies for the consequent improvement of instructional programs at the local level. Superintendents and school board members met to discuss the roles of research and evaluation and their functions in decision making. Research directors and their staff members attended seminars designed to upgrade and update their research capabilities. Sessions introduced personnel to new ideas and methods, as well as allowed free exchange of information by participants and consultants. [Not available in hard copy due to marginal legibility of original document.] (Author/RA)

ED 040 510 24 EA 002 930

Briner, Conrad
Organizational Structure, Teacher Personality Characteristics and Their Relationship to Organizational Climate. Final Report.

Claremont Graduate School, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-I-110

Pub Date Apr 70

Grant—OEG-9-9-140110-0009(057)

Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—*Elementary Schools, Elementary School Teachers, *Organizational Climate, *Personality Assessment, Personality Studies, Questionnaires, *School Organization, *Teacher Characteristics

Identifiers—Getzels-Guba Social System Theory

This report summarizes an investigation of the relationship between properties of organizational structure and certain personality traits of organizational members, and how the resulting interaction between these two factors relates to the organizational climate of elementary schools. Two hundred and ninety-six southern California teachers responded to three questionnaires which provided measures of (1) the organizational climate of schools as measured by the Organiza-

tional Climate Description Questionnaire developed by Halpin and Croft; (2) the personality characteristics of the respondents as measured by Cattell and Eber's Sixteen Personality Factor Questionnaire; and (3) the schools' structural properties in terms of the degree of formalization, centralization, complexity, and autonomy as perceived by the respondent. Results indicated that teachers' perceptions of organizational climate may be seen as functions of the interplay between teachers' personalities and the structure of the organization in which the individual functions, thus supporting and extending the Getzels-Guba Social System Theory. Tables, copies of questionnaires, and a bibliography are included. (Author)

ED 040 511 24 EA 002 931

Directional and Informational Signs for Educational Facilities. A Selected Bibliography.

Wisconsin Univ., Madison. ERIC Clearinghouse on Educational Facilities.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0883

Pub Date May 70

Contract—OEC-1-070883-5095

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Bibliographies, Building Design, Color, Design Needs, *Educational Facilities, *Environmental Research, Graphic Arts, Information Dissemination, *Physical Environment, Physiology, Psychological Design Needs, Signs, *Visual Discrimination

Many of the references in this bibliography are followed by a listing of ERIC descriptors to indicate the contents. The literature is pertinent to educational facilities design in providing for visual orientation, comprehension, and response to the physical environment. Listed items are presented in two sections: (1) human physiological, psychological, and sociological requirements for visual performances; and (2) the design of visual communications. (MLF)

ED 040 512 24 EA 002 939

Becker, Gerald And Others

A Review of Related Literature to Issues and Problems in Elementary School Administration. Supplementary Report.

Oregon State Univ., Corvallis. Center for Educational Research and Service.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0428

Pub Date May 70

Grant—OEG-9-8-080428-0142

Note—138p.

EDRS Price MF-\$0.75 HC-\$7.00

Descriptors—*Administrative Problems, *Administrator Role, Bibliographies, Collective Negotiation, Cultural Differences, Curriculum Development, *Elementary Schools, Individual Differences, Instructional Programs, Leadership, *Literature Reviews, Maintenance, Organizational Climate, Personnel Policy, Public Relations, Social Environment, Student School Relationship, Teacher Militancy

This document is a review of current literature on the administration of elementary schools and on the roles elementary school principals play in relating to the issues and problems of their schools. It is part of a larger study on problems confronting elementary school principals (EA 002 923). The literature is classified into six problem areas as outlined in the main body of the study: (1) school and society, (2) pupil personnel, (3) instructional program, (4) administrative leadership, (5) organizational texture, and (6) finances and facilities. A 270-entry bibliography is appended. (DE)

ED 040 513 24 EA 002 944

Foley, Walter J.

Selected Relationships Between Pupil, Staff, and Educational Faculty Characteristics Associated with P.L. 89-10 Title I Projects in Iowa. Final Report.

Iowa Univ., Iowa City. Iowa Educational Information Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0468

Pub Date May 69

Contract—OEC-0-8-080468-3534

Note—83p.

EDRS Price MF-\$0.50 HC-\$4.25

34 Document Resumes

Descriptors—Ability Grouping, Achievement, *Basic Skills, Cost Effectiveness, *Educational Objectives, Educational Research, *Elementary Education, Expenditure Per Student, Individualized Instruction, Language, Longitudinal Studies, *Program Evaluation, Reading, *Secondary Education, Study Skills, Vocabulary

Identifiers—Iowa Test of Basic Skills, Iowa Test of Educational Development

To determine comparative achievement of Title I pupils from 1966 through 1968, as measured by composite scores on the Iowa Testing Program, basic skills data were analyzed for 1,794 pupils on a two-grade span at the elementary level (grades 3-5 and 4-6) and educational development data were analyzed for 1,203 pupils on a two-grade span at the secondary level (grades 9-11 and 10-12). Composite scores for a control group comprised of a 3-year sample of 1,353 elementary and 3,726 secondary non-Title I pupils were also analyzed. Multiple regression analysis of the data—based on high, average, and low ability groupings of participants—failed to indicate the effectiveness of a gross achievement measure across grade level and time for Title I programs. However, the study distinguished achievement for test and control groups as related especially to per pupil cost and achievement of specific objectives by grade level. Cost analysis and computer storage layout data are appended. A related document is ED 013 853. (Diagrams of storage layout, pp74-78, may reproduce poorly because of marginal legibility). (JK)

ED 040 514 24 EA 002 948

Fortune, Jim C. And Others

Mid-South Undergraduate Research Training Program. Final Report.

Memphis State Univ., Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1869; BR-6-1870

Pub Date Jul 68

Grant—OEG-2-6-061869-1355; OEG-2-6-061870-1355

Note—140p.

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Curriculum, Educational Practice, *Educational Programs, Educational Testing, Instructional Design, Reading Instruction, *Research Methodology, *Research Skills, *Research Utilization, Special Education, Statistics, Student Teaching, Teacher Education, *Undergraduate Study

The objectives of the program were to develop personnel capable of (1) upgrading existing educational curricula through research, (2) seeking better educational practices through empirical knowledge in the use of research techniques to improve classroom instruction, (3) applying research methods to provide insights into sociological problems related to educational practice, and (4) utilizing research and evaluation techniques to improve educational practice. The program consisted of four three-credit courses, a practicum seminar in which students worked on projects, and a required course in a specialty area such as teacher training, reading instruction, or special education. GPA, progress, and postprogram placement data are provided on the students enrolled in the program. Course information includes copies of tests administered and reading lists. An appendix contains a report of two team projects conducted by the class, one dealing with the effect of the particular week day and test administration, and the other dealing with test development. [Not available in hard copy due to marginal legibility of the original document.] (Author/MLF)

ED 040 515 24 EA 002 959

McGuire, Carson And Others

Prediction and Modification of Human Talent in Senior High Schools: Dimensions and Criteria of Talented Behavior. Final Report.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0743

Pub Date Jul 68

Contract—OEC-5-0743-2-12-1

Note—312p.

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—Creativity, Grade Prediction, *Individual Characteristics, Intelligence, Interaction Process Analysis, Peer Relationship, *Statistical Analysis, Talent Development, *Talent Identification

The cultivation of talented behavior necessitates identification of (1) the personality attributes inherent in the individual that can serve as predictors of subsequent talented behavior; and (2) the processes by which personality attributes can be reinforced or modified to produce subsequent socially valued behavior. A longitudinal study of Texas public school students was undertaken to isolate factors that would predict academic achievement in high school. Three dimensions of antecedent behavior consistently appear as dimensions of successful intellectual activity: (1) convergent thinking, the ability to give a culturally appropriate response; (2) divergent thinking, the ability to devise new forms and ideas; and (3) symbol aptitude, the ability to recognize and manipulate symbols. The appropriate model for the process of cultivating talented behavior is the dyadic interaction model, which treats the human person as a function of successive reciprocal stimulations between any two of the elements person, culture, and significant others. Extensive multiple regression analysis supports the contention that a small set of variables postulated to be basic dimensions of human behavior are successful in predicting high school academic achievement, and that these predictor variables retain stability across several samples. [Not available in hard copy due to marginal legibility of original document.] (RA)

ED 040 516 40 EC 005 150

Fisher, Kirk L.

Effects of a Structured Program of Perceptual-Motor Training on the Development and School Achievement of Educable Mentally Retarded Children. Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-B-104

Pub Date Sep 69

Grant—OEG-0-8-082104-4702(032)

Note—111p.

EDRS Price MF-\$0.50 HC-\$5.65

Descriptors—Academic Achievement, Age Differences, Educable Mentally Handicapped, *Exceptional Child Research, Intelligence Level, *Mentally Handicapped, *Perceptual Motor Coordination, *Training

Of 102 educable mentally handicapped children in special classes, 54 were identified by the Purdue Perceptual Motor Survey (PMS) as deficient in perceptual motor abilities. These 54 children were assigned to one of the following groups: training, which participated in an individualized, structured perceptual motor program twice a week for 4 1/2 months; Hawthorne, which met with the trainer but played table games; and control. Achievement and intelligence tests were given. The hypothesized improvement in perceptual motor abilities did not manifest itself, although children under 10 years of age in the training group scored significantly higher on the PMS than did controls of like age. Nor did hypothesized improvement in intellectual performance, or achievement result. However, all three groups improved significantly on PMS and achievement test scores; and training and Hawthorne groups showed significantly improved IQ scores. Thus, evidence suggested a correlation between perceptual motor ability and the variables of intelligence and achievement. (Author/JD)

ED 040 517 40 EC 005 245

Phillips, John L., Jr.

The Origins of Intellect: Piaget's Theory.

Pub Date 69

Note—149p.

Available from—W.H. Freeman and Company, 660 Market Street, San Francisco, California 94104 (\$2.75)

Document Not Available from EDRS.

Descriptors—*Child Development, *Child Psychology, Cognitive Processes, Educational Theories, *Exceptional Child Education, *Intellectual Development, Learning Processes, Perceptual Motor Learning, Psychomotor Skills, Teaching Techniques

Identifiers—*Piaget Theory

Discussed are Piaget's methods, his relation to other theories, and an overview of his theory. Described are the six stages of his sensorimotor period with a summary of imitation and play, and the concrete operations period with the sub-periods of changes from sensorimotor in preoperation, differences from the adult in preoperation, and the properties of groups and problems in the concrete operations subperiod. Also presented are aspects of the formal operations period including operations applied to the floating bodies problem, operations on operations, the real versus the possible, egocentrism, and formal as pertaining to form. Teaching principles and examples, testing, and limitations of the method are analyzed as are the educational implications of the theory. (JM)

ED 040 518 EC 005 260

Scheer, Ralph M. And Others

Community Preparedness for Retardates.

Austin State School, Tex.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date 69

Note—103p.

Available from—Austin State School, P.O. Box 1269, Austin, Texas 78767

Document Not Available from EDRS.

Descriptors—Course Descriptions, *Curriculum Guides, Dating (Social), *Exceptional Child Education, Hygiene, Leisure Time, *Mentally Handicapped, *Program Descriptions, Self Care Skills, Sex Education, Social Adjustment, *Social Development, Vocational Adjustment

Education of institutionalized mentally handicapped adolescent males in adjustment to adulthood is explained; program curriculum and evaluation by attendants is reviewed. Course content is outlined in the following areas: grooming for males, social hygiene and sex education, communication and transportation, the individual and the law, current events, bicycle training, dating, constructive use of leisure time, money management, and the world of work. For each area, the population involved and final examination results are also described. (JD)

ED 040 519 EC 005 268

Bent, Leo G. And Others

Grouping of the Gifted: An Experimental Approach.

Bradley Univ., Peoria, Ill.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 69

Note—208p.

EDRS Price MF-\$1.00 HC-\$10.50

Descriptors—Enrichment Activities, *Enrichment Programs, *Exceptional Child Research, Experimental Programs, *Gifted, *Grouping (Instructional Purposes), Program Descriptions, Program Evaluation, *Student Development

While in 3rd grade, 487 students were selected for placement in special classes for the gifted from grades 4 through 8. Teachers of the special classes were chosen by school administrators. Their teaching experience averaged 9 years, and eight held advanced degrees. Sixteen attended special summer programs on the gifted and were given inservice assistance. Results indicated that the program children equalled or surpassed the controls in academic achievement as measured by standardized tests despite the fact that their supplementary enriching activities reduced by about one half the time spent on regular classroom activities. Further results indicated skill in foreign language, research, and critical thinking as well as growth in social awareness and concern, leadership, creativity, interests, and self reliance in school activities. Approval of the program by both teachers and parents was noted. (Author/JD)

ED 040 520 EC 005 373

Hammer, Edwin K.

Deaf-Blind Children: A List of References.

Callier Hearing and Speech Center, Dallas, Tex. Spons Agency—Texas Univ., Austin. Dept. of Special Education.

Pub Date [69]

Note—63p.

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—*Bibliographies, *Deaf Blind, *Exceptional Child Education, Exceptional Child Research, Exceptional Child Services, *Multiply Handicapped, *Periodicals, Reference Materials

Presented is a list of references from journals, newspapers, and professional reports dealing with various aspects of the deaf-blind child. (JM)

ED 040 521 EC 005 401
A Resource Manual for Speech and Hearing Programs in Oklahoma.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 69

Note—212p; Revised Edition

EDRS Price MF-\$1.00 HC-\$10.70

Descriptors—Auditory Evaluation, *Aurally Handicapped, *Exceptional Child Education, Hearing Therapy, Language Development, Language Handicapped, Program Administration, Records (Forms), Speech Evaluation, *Speech Handicapped, Speech Therapy, *State Programs

Identifiers—Oklahoma

Administrative aspects of the Oklahoma speech and hearing program are described, including state requirements, school administrator role, and organizational and operational procedures. Information on speech and language development and remediation covers language, articulation, stuttering, voice disorders, cleft palate, speech improvement, cerebral palsy, and aphasia. Auditory disorders are considered; forms used in the program are appended. (GD)

ED 040 522 40 EC 005 414
McConnell, Freeman And Others

A Study of Current Practices in Education for Hard-of-Hearing Children. Final Report.

American Speech and Hearing Association, Washington, D.C. Joint Committee on Audiology and Education of the Deaf.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-1039

Pub Date Oct 69

Grant—OEG-0-8-071039-0188(032)

Note—126p.

EDRS Price MF-\$0.50 HC-\$6.40

Descriptors—Ancillary Services, *Aurally Handicapped, Clinics, Deaf, *Educational Needs, Educational Programs, *Exceptional Child Research, Hard of Hearing, Identification, Professional Personnel, Public Schools, Special Schools, State Agencies

Descriptive data were gathered from state departments of education and health, local school districts, speech and hearing clinics, and residential and day schools for the deaf and hard of hearing. Site visits were made to 10 school districts. Results demonstrated that more emphasis was being placed upon the identification of children with hearing loss than upon the education and continued reevaluation of these children. Site visits confirmed the impression that there was a lack of understanding of the special educational needs of hard of hearing children. State departments were generally unable to affect identification or educational programs. Schools for the deaf were frequently required, by default, to accept hard of hearing children, but only infrequently made special provisions for them. Clinics identified their chief function as providing identification and communication skills development services for preschool children. Recommendations were made involving educational, leadership, and research needs. (Author/JD)

ED 040 523 40 EC 005 415
Siegenthaler, Bruce M. Greenhill, Leslie P.

Two Instructional Films on Pre-School Deaf Children. Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1186

Pub Date Jan 69

Grant—OEG-32-48-0720-6010

Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—Auditory Evaluation, *Aurally Handicapped, Deaf, *Exceptional Child Education, Instructional Films, *Material Development, Parent Participation, *Preschool Programs, Professional Education, Program Development, *Protocol Materials

A project produced two instructional films on preschool deaf children. Both were black and white sound films about 30 minutes long. Evaluation followed completion of the active phase of film making. Designed to aid in professional education and program development, the two films

presented principles of parent-child programs and demonstrated audiologic procedures. The major part of the filming was done at an intensive, 2-week residential program for deaf preschoolers and their parents. Evaluation indicated favorable opinions of the films. Announcer scripts for the two films are appended along with the evaluation sheet. (Author/JD)

ED 040 524

EC 005 438

McIntyre, Keren Hamburger

Bibliography on the Deaf and Hard of Hearing.

University of Southern California, Los Angeles.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Pub Date [68]

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Auditory Evaluation, Auditory Training, *Aurally Handicapped, *Bibliographies, Communication Skills, Curriculum Guides, Deaf, Educational Programs, *Exceptional Child Education, Hard of Hearing, Hearing Aids, Instructional Media, Language Development, Multiply Handicapped, Parent Education, Professional Personnel, Student Evaluation, Teacher Education, Teacher Supervision, Vocational Rehabilitation

The bibliography cites over 400 items, dating from 1950 through 1968, on the deaf and hard of hearing. Entries include research reports, manuals, journal articles, curriculum guides, instructional materials, and audiovisual materials. All are categorized by area of concern, as follows: introduction to the total area; assessment; education and aspects within it; vocational areas; the deaf adult; multiply handicapped deaf; and the teacher. Additional areas are administration and supervision, auxiliary personnel, parent education, audio amplification, and journals and periodicals. (JD)

ED 040 525

EC 005 444

Quigley, Stephen P. And Others

Educational and Occupational Status of Young Deaf Adults in Illinois.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 69

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—Academic Achievement, *Aurally Handicapped, Day Schools, Educational Status Comparison, *Exceptional Child Research, Group Status, Job Placement, *Occupational Surveys, Questionnaires, Residential Schools, Vocational Adjustment, *Young Adults

A questionnaire was used to obtain information from 464 hearing impaired individuals concerning occupational status and to determine any relationship between types of educational programs attended and later occupational achievement. Subjects had attended exclusively one of four types of programs: residential, day school programs in Chicago, day school programs in other areas of Illinois, and public school classes for the general population. Analysis of the data revealed similarities among groups in wages received for given occupations and job satisfaction. Residential groups reported lower hearing ability and socio-economic level. Non-residential groups reported more professional, technical, and clerical employment; more social and marital involvement with normally hearing persons; better oral communication skills; a greater value on oral communication as related to job performance and advancement. (JB)

ED 040 526

EC 005 457

Dodds, Elizabeth Harford, Earl

Helpful Hearing Aid Hints.

Pub Date 70

Note—21p.

Available from—Alexander Graham Bell Association for the Deaf, Inc., 1537 35th Street, N.W., Washington, D.C. 20007

Document Not Available from EDRS.

Descriptors—*Aurally Handicapped, *Exceptional Child Services, Hard of Hearing, *Hearing Aids

Designed to provide hearing aid users with hints in obtaining the maximum benefit from their aids, the pamphlet is introduced by a discussion of elementary facts for the person who has

never worn an aid. Considered are full or part time usage, the limitations of hearing aids, common complaints, methods for improving difficult listening situations, lipreading, aid maintenance and repairs, and replacing aids. (JM)

ED 040 527

EC 005 642

Occupational Education - Curriculum for Secondary Level Mentally Retarded.

Buffalo Public Schools, N.Y.

Pub Date 69

Note—61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—*Curriculum Guides, Educable Mentally Handicapped, *Exceptional Child Education, *Mentally Handicapped, *Vocational Education

The vocational education program for educable retarded secondary students is summarized. Units are presented in the following areas: reasons people work; job analysis; skills concomitant to securing a job; seeking employment; holding a job; and relationships with labor organizations. (JD)

ED 040 528

EC 005 704

Portal-Foster, C. W.

Mental Retardation in a Canadian Province: Elements of the Research Design. Report No. 1.

Canadian Welfare Council, Ottawa (Ontario).

Spons Agency—Canadian Dept. of National Health and Welfare, Ottawa (Ontario).

Pub Date Jul 68

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Demography, *Exceptional Child Research, Incidence, *Mentally Handicapped, Program Planning, Psychological Patterns, Research Methodology, *Research Proposals, Social Factors

Identifiers—Canada, Prince Edward Island

To study the psychological and social connotations of mental retardation in Canada, to identify demographic detail, and to develop research instruments and methodology, the proposed research studied the total population (110,000 persons) of Prince Edward Island. Subjects were randomly selected from ages 10 through 64. Prevalence tables are included, but the final results of the study are not yet available. The present knowledge is reviewed, and the methods to be used in the study are described. (JM)

ED 040 529

40

EC 005 768

Semmel, Melvyn I. And Others

An Exploratory Study of the Relationship Between the Training, Experience, and Selected Personality Characteristics of Teachers and the Progress of Trainable Mentally Handicapped Children. Final Report.

Wayne County Intermediate School District, Detroit, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-5-1051

Pub Date Jun 69

Grant—OEG-5-10-022

Note—665p.

EDRS Price MF-\$2.50 HC-\$33.35

Descriptors—*Exceptional Child Research, Individual Characteristics, *Mentally Handicapped, Social Development, *Student Development, Student Evaluation, Student Teacher Relationship, *Teacher Attitudes, *Teacher Characteristics, Teachers, Trainable Mentally Handicapped

Data were obtained from surveying and testing 86 teachers and 979 trainable mentally handicapped (TMH) children. Results indicated that most teachers were married and had college degrees, but had only limited experience and no relationship outside the classroom with retarded children. Over a fourth were not certified. Most preferred to teach preschool or elementary, were disturbed by behavior problems and lack of pupil response, and viewed patience, calmness, and a sense of humor as greatest teacher assets. They emphasized the development of social skills abilities in their pupils and regarded the goals of social skills and emotional maturity as the best liked characteristics of their pupils. Most pupils in the 40 to 49 IQ range were judged capable of intelligible speech; mongoloids outnumbered brain injured children; most pupils had been in the county programs for 2 years or less. Over half the pupils had no retarded siblings; most came

from blue collar families with the mother at home. Statistical analysis indicated that the vast majority of teacher variables were unrelated to pupil growth as measured by the Cain Levine Social Competency Scale. Six related studies are included. (JD)

ED 040 530

EC 005 804

Stuckless, E. Ross

A Notetaking Procedure for Deaf Students in Regular Classes.

Rochester Inst. of Tech., N.Y.

Spons Agency—Department of Health, Education and Welfare, Washington, D.C.

Pub Date Dec 69

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Aurally Handicapped, College Students, *Educational Needs, *Exceptional Child Education, Program Evaluation, Regular Class Placement, Secondary School Students

Identifiers—Notetaking

An investigation was designed to explore a systematic notetaking procedure for deaf students on secondary and post-secondary educational levels. Conducted in two phases, the study aimed at developing a system of notetaking including a special notebook (consisting of pressure sensitive duplicating paper), and describing notetaking procedures of hearing undergraduate students; and evaluating the notetaking system relative to the willingness of hearing students to participate and the expressed satisfaction of deaf students with its procedures. In both phases, the system was evaluated by deaf and hearing participants, who completed appropriate questionnaires. Analysis of the data indicated the general feasibility of the notetaking system. Hearing students in general were willing to volunteer as notetakers for the deaf, and most deaf students expressed some satisfaction with the system. The study produced workable guidelines on notetaking for the deaf student, his instructor, and the hearing notetaker. (JD)

ED 040 531

EC 005 807

Magary, James F.

Odyssey: The Exceptional Child.

University of Southern California, Los Angeles.

School of Education.

Pub Date [69]

Note—169p.

Available from—University of Southern California Bookstore, University Park, Los Angeles, California 90007 (\$5.00)

EDRS Price MF-\$0.75 HC-\$8.55

Descriptors—Diagnostic Teaching, Disadvantaged Youth, Early Childhood Education, *Educational Programs, *Exceptional Child Education, *Handicapped Children, Individual Characteristics, *Teaching Methods

This guide to an introductory television course on exceptional children provides overviews of its 54 programs and lists critical vocabulary, required and suggested reading, and questions to consider during the reading and the telecasts. Various methods, programs, and exceptionalities are covered; articles by Laurence J. Peters on prescriptive teaching and by Harold M. Skeels on early childhood education of disadvantaged children are included; also included are a glossary and bibliographies of parent materials and standard textbooks on exceptional children. (JD)

ED 040 532

EC 005 817

Handbook for Administrators: A Guide for Programs for the Mentally Retarded.

Tennessee State Dept. of Education, Nashville.

Pub Date 70

Note—58p.

EDRS Price MF-\$0.50 HC-\$3.00

Descriptors—*Administrator Guides, Educable Mentally Handicapped, Educational Programs, *Exceptional Child Education, *Mentally Handicapped, *Program Administration, Program Evaluation, *State Programs, Trainable Mentally Handicapped

Identifiers—Tennessee

Guidelines are provided for the development and operation of Tennessee programs for the mentally handicapped. Information on the two separate educable and trainable programs covers goals, administration, and instructional program. Guidelines for evaluation are also presented; a list of services is appended. (JD)

ED 040 533

EC 005 818

Armstrong, Jenny R.

The Relationship of Mathematics Curriculum Innovation Presented Through Two Methods and Effect Upon Achievement as a Function of Learner Ability. Final Report.

Wisconsin Univ., Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-E-109

Pub Date Apr 68

Grant—OEG-1-7-070109-3888

Note—92p.

EDRS Price MF-\$0.50 HC-\$4.70

Descriptors—Audiovisual Instruction, *Curriculum Design, Curriculum Research, Deductive Methods, Educable Mentally Handicapped, *Exceptional Child Research, Inductive Methods, *Intermediate Differences, *Mathematics, *Mentally Handicapped

Mathematical learning at six cognitive levels, in areas of exact and varied repetition, was studied in 28 educable mentally handicapped students (mean IQ 74, mean age 12.6). Four different machine-presented programs of 10 lessons each utilized inductive or deductive modes of presentation and exact or varied forms of curriculum repetition. Results indicated that number learning at the knowledge, application, and evaluation levels was better facilitated by an exact form of curriculum repetition. Mathematical learning of operations was equally facilitated by inductive and deductive modes of presentation. Both area and topical curriculum organization were equally effective, regardless of the mode of presentation used; however, exact repetition better facilitated learning at the comprehension level when implemented by the inductive mode, while varied repetition was more effective when implemented deductively. (Author/JD)

ED 040 534

EC 005 819

Barnard, James W.

The Early Identification and Remediation of Learning Problems in Elementary School Children as an Attempt to Increase Success in the Regular Classroom: A Project Progress Report.

University of South Florida, Tampa.

Spons Agency—Florida State Dept. of Education, Tallahassee; Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Pub Date Apr 70

Note—70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—Curriculum Development, *Exceptional Child Research, *Grouping (Instructional Purposes), Identification, Inservice Teacher Education, *Intervention, *Learning Difficulties, Prevention, *Research Projects, Special Classes, Special Services, Teacher Aides

The research project described involves young elementary school children with demonstrable learning problems. These children either receive an intervention program or no intervention and are placed in either a regular or a small, self contained classroom setting. Student placement is made on the basis of psychometric test scores and teacher recommendations. Project personnel include coordinators and several consultants in the areas of administration, curriculum, social and clinical services, and evaluation. Teachers come from the schools involved and receive orientation along with their principals. Teacher aides constitute a major component of the intervention package, as does the upgrading of teaching. Information is provided concerning the inservice training workshops, special materials, and programs for clinical services, speech improvement, behavioral management, motor development, and visual perception. The planned followup, evaluation, and project timetable are presented. (JD)

ED 040 535

EC 005 824

Allen, K. Eileen And Others

A Behavior Modification Classroom for Head Start Children with Problem Behaviors.

Washington Univ., Seattle, Child Development and Health Retardation Center.

Pub Date [69]

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Behavior Change, *Behavior Problems, Case Studies (Education), *Emotionally Disturbed, *Exceptional Child Research, *Preschool Programs, Reinforcement

Identifiers—Head Start

A demonstration Head Start class enrolled 12 to 15 children with problem behaviors. The class utilized behavior modification procedures with individualized programming and natural contingencies. Favorable results were noted; three case studies presented concern an aggressively disruptive child, a severely withdrawn child, and a child whose total behavior repertoire consisted of bizarre and maladaptive behaviors which delayed the acquisition of basic motor, social, and verbal skills. (Author/JD)

ED 040 536

EC 005 826

Haring, Norris G. Hayden, Alice H.

Instructional Improvement: Behavior Modification.

Child Study and Treatment Center, Fort Steilacoom, Washington.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 68

Note—395p.

EDRS Price MF-\$1.50 HC-\$19.85

Descriptors—Administration, Autism, *Behavior Change, Behavior Development, Behavior Problems, Computer Assisted Instruction, Controlled Environment, *Educational Technology, Evaluation Methods, *Exceptional Child Education, *Experimental Programs, Operant Conditioning, Program Evaluation, Reading Instruction, Research Needs, Special Classes, Student Evaluation, *Teaching Methods

Sixteen papers are provided. B. F. Skinner discusses the arrangement of contingencies for learning; Lloyd Homme describes behavioral engineering; and Frank Hewett considers behavior modification in special education. Also treated are experimental education by Norris Haring, program evaluation by Arthur Lumsdaine, and administration of special classes by Harold Kunzelmann. John Cawley presents a system of initial reading instruction; Max Jerman surveys computer assisted instruction; and Thomas Robertson examines the impact of educational technology. Further papers are on teaching children with behavior disorders by Richard Whelan, developing cooperative social behavior by Laurence Peter, providing academic and social classroom management by Harold Kunzelmann, and using operant reinforcement with autistic children by Charles Ferster. In addition, Thomas Lovitt sets forth a basis for systematic replication of a contingency management classroom; Richard Kothera discusses educational environments and administration; and Max Mueller reviews trends in research in the education of the handicapped. (JD)

ED 040 537

EC 005 827

Special Education Instructional Materials Center Catalog.

Oregon Univ., Eugene. Northwest Regional Special Education Instructional Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Pub Date Jul 69

Note—295p.

EDRS Price MF-\$1.25 HC-\$14.85

Descriptors—Audiovisual Aids, Booklists, *Exceptional Child Education, *Handicapped Children, Instructional Films, *Instructional Materials, *Instructional Materials Centers, Manipulative Materials, Phonograph Records, Reference Materials, Slides, Teaching Machines

The catalog primarily lists instructional materials, including audiovisual and manipulative materials, for use with handicapped children. Entries, which are arranged by curriculum or skill area, specify grade level and nature of the material. Also listed are professional books and resources, serials, free periodicals, professional audiovisual materials, curriculum guides, and psychological tests and diagnostic materials. Information on the Special Education Instructional Materials Center (SEIMC) states directors, associate centers, special collections and information sources, and services. (JD)

ED 040 538

EC 005 833

Palmer, James O.

The Psychological Assessment of Children.

Pub Date Apr 70

Note—475p.

Available from—John Wiley and Sons, Inc., Publishers, 605 Third Avenue, New York, New York 10016 (\$12.50)

Document Not Available from EDRS.

Descriptors—Behavior Development, *Child Development, Cognitive Development, *Evaluation Techniques, *Exceptional Child Services, Intervention, Perceptual Motor Learning, Personality Development, *Psychological Evaluation, Psychological Patterns, Self Concept, Social Development

Five aspects of the psychological assessment of children are considered. First, the hypotheses of assessment are examined, with attention to the role of the scientist-clinician, the nature and the social and personal determinants of development, and the ego as the object assessment. Second, methods of data collection are surveyed, including techniques based on samples of manifest behavior, on subjective reports, and on associative behavior. The nature and evaluation of assessment techniques are also considered. Third, procedures in assessment are discussed; they include the assessment milieu, referral, and the assessment procedure. Fourth, analysis of the assessment or specifications of the ego functions are treated in the following areas: analysis of perceptual motor and cognitive development, analysis of affect development, assessment of cognitive development, assessment of social development, analysis of ego functioning and identity formation, and reporting the assessment. Fifth, assessment for psychotherapy and for physiological and environmental interventions is explained. Seventy cases are cited throughout the text. (JD)

ED 040 539

EC 005 836

Coleman, Thomas Langberg, George
An Automated and Programed Laboratory for Instruction in the Areas of Speech and Communication. Final Report.

Ossining Public Schools, N.Y.

Spons Agency—New York State Education Dept., Albany, Div. of Research.

Pub Date Jul 68

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Articulation (Speech), *Autoinstructional Methods, Educational Methods, *Exceptional Child Education, Exceptional Child Research, *Programed Instruction, Program Evaluation, Public Schools, *Speech Handicapped, *Speech Therapy

An experimental public school speech therapy program is described, which offers automated, programed instruction in sound production and auditory training. The experiment includes self-teaching methods, as well as utilization of paraprofessional personnel under the supervision of a qualified speech therapist. Although the automated program was presented as a supplement to traditional speech therapy methods, an effort was made to evaluate its contribution to the accomplishment of therapy goals. Utilizing 28 subjects, the investigators compared articulation test scores of those who had received only traditional therapy with those who had received both traditional and automated therapy. Results indicated a significant improvement in articulation with those students who received combined treatment. Although the study was limited, it was felt that automated programming may represent an important instrumentality for accomplishing school therapy objectives. (JB)

ED 040 540

EC 005 841

Eash, Maurice

Evaluation of Instructional Materials for Exceptional Children and Youth: A Preliminary Instrument.

City Univ. of New York, N.Y. Regional Special Educational Instructional Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [69]

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Evaluation, Evaluation Criteria, *Evaluation Techniques, *Exceptional Child Education, *Instructional Materials, *Measurement Instruments

An instrument for the evaluation of instructional materials is presented. Evaluative items are arranged under four constructs: objectives, organization of material (both scope and sequence), methodology, and evaluation. A section is also provided for summary quantitative judgment. A glossary of terms used in the instrument is included. A training period is recommended for maximum utilization. (JD)

ED 040 541

EC 005 843

Caniglia, Janis Krohn, Emmylou

Sentence Patterning for the Deaf: A Discovery Approach.

Iowa School for the Deaf, Council Bluffs.

Pub Date 69

Note—65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—*Aurally Handicapped, *Exceptional Child Education, Grammar, Lesson Plans, Sentence Structure, Sequential Approach, *Structural Linguistics, *Teaching Guides, *Written Language

A resource unit is devoted to teaching structural linguistics to deaf students, using a discovery approach, in order that they may learn written communication through English grammar. Recurring simple sentence patterns are presented, together with lesson plans for teaching sequential patterning in terms of word function and classification, pattern identification, and performing and justifying grammatical arrangement. Each plan indicates the objectives and purpose, content, and evaluation techniques. (JB)

ED 040 542

EC 005 938

Smith, Robert M., Ed.

Teacher Diagnosis of Educational Difficulties.

Pub Date 69

Note—226p.

Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Arithmetic, Composition Skills (Literary), *Educational Diagnosis, *Exceptional Child Education, Individual Development, Intelligence Differences, Language Handicapped, Perceptual Motor Learning, Reading Skills, *Skill Development, Social Development, Speech Handicapped, Spelling, *Student Evaluation

Seven contributors treat teacher diagnosis of educational difficulties. Robert Smith and John Neisworth review the fundamentals of informal educational assessment; Neisworth describes the educational irrelevance of intelligence; and Smith discusses perceptual motor skills. Also included are James Lister on personal-social-emotional skills, G. Phillip Cartwright on written expression and spelling, and Betty Jane McWilliams on speech and language disorders. Additional skills described are arithmetic, discussed by Elizabeth Spencer and Robert Smith, and reading, by George Grabner, Jr. Smith provides a summary. (JD)

ED 040 543

EC 005 941

Kerins, Thomas And Others

After the Visit: The Impact of Demonstration.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Program Planning for the Gifted.

Pub Date May 70

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*Demonstration Centers, Demonstrations (Educational), *Educational Change, Educational Innovation, Educational Programs, *Exceptional Child Education, *Gifted, *Program Effectiveness, State Programs

Identifiers—Illinois, Illinois Gifted Program

Questionnaires were used to evaluate the impact upon visitors of 21 demonstration centers provided for by the Illinois Plan for the Gifted. Results indicated that the centers as a group adequately informed their visitors about the demonstrated program, convinced them of the programs' merits, and caused a minority of visitors, who were already interested and willing to change, to try out something demonstrated. However, this trial was often of a limited nature, partly because the visitors saw their local situation as different from that of the demonstration school. Thus, the demonstration visit was seen as a small influence among other more powerful ones that existed in the visitor's situation, such as problems of cost, facilities, staff, and scheduling. As such it faded with time but still had a desirable influence on a small number of visitors. (Author)

ED 040 544

24

EC 005 942

Bahlke, Susan J.

Componential Evaluation of Creativity Instructional Materials. Final Report.

Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-7-E-205

Pub Date Nov 69

Grant—OEG-0-8-070205-3473

Note—172p.; A doctoral thesis prepared by the author and presented to the faculty of Purdue University.

EDRS Price MF-\$0.75 HC-\$8.70

Descriptors—Audiovisual Aids, *Creative Thinking, *Creativity, *Exceptional Child Research, Instructional Materials, Intermode Differences, Language Ability, *Language Development, Learning Activities, *Material Development, Problem Solving

Instructional materials designed to increase creative thinking abilities and language achievement were used in nine training conditions with children in grades 4, 5, and 6. Results indicated that treatment conditions were most effective at the 4th grade level, where at least one treatment was effective for all variables. At the 5th grade, two variables, verbal fluency and verbal originality, were unaffected. The materials were least effective at the 6th grade, where gains occurred on only three variables: nonverbal fluency, nonverbal flexibility, and verbal originality. At all grade levels, treatment conditions were generally more effective when involving either exercise or single component conditions. (Author/JD)

ED 040 545

EC 005 943

Anderson, William

Teaching the Physically Handicapped to Swim.

Pub Date 68

Note—84p.

Available from—Transatlantic Arts, Inc., North Village Green, Levittown, New York 11756 (\$3.75)

Document Not Available from EDRS.

Descriptors—Aurally Handicapped, Cerebral Palsy, *Exceptional Child Education, Exercise (Physiology), *Physical Education, Physical Education Facilities, *Physically Handicapped, Physical Therapy, *Swimming, Swimming Pools, *Teaching Methods, Visually Handicapped

First principles of teaching swimming to the handicapped are reviewed; attention is given to children with cerebral palsy or muscular dystrophy, physical handicaps, blindness, and deafness. Swimming strokes, suggested exercises, group teaching, and a typical sequence of lessons and exercises are considered. Some case histories and a plan for a learners' pool are provided. (JD)

ED 040 546

EC 005 947

Chalfant, James C. Scheffelin, Margaret A.

Central Processing Dysfunctions in Children: A Review of Research.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—National Inst. of Neurological Diseases and Stroke (DHEW), Bethesda, Md.

Report No—NINDS-Monogr-9

Pub Date 69

Note—150p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Auditory Perception, *Exceptional Child Research, Haptic Perception, Information Processing, Language Development, *Learning Disabilities, Learning Processes, *Medical Research, Memory, *Neurological Defects, Research Needs, *Research Reviews (Publications), Sensory Integration, Symbolic Learning, Visual Perception, Written Language

Research on central processing dysfunctions in children is reviewed in three major areas. The first, dysfunctions in the analysis of sensory information, includes auditory, visual, and haptic processing. The second, dysfunction in the synthesis of sensory information, covers multiple stimulus integration and short-term memory. The third area of research, dysfunctions in symbolic operations, concerns auditory language, decoding and encoding written language, and quantitative language. In addition, research needs are summarized. (JD)

ED 040 547 EC 005 987

The Horace Mann Title III Project: Educational Evaluation, Educational Programming, Individualized Services. Interim Report.

Boston Public Schools, Mass.; Boston Univ., Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 69

Note—115p.

EDRS Price MF-\$0.50 HC-\$5.85

Descriptors—Adult Education, Audiology, *Aurally Handicapped, *Exceptional Child Education, *Pilot Projects, Program Descriptions, *Program Evaluation, Program Planning, Services, *Student Evaluation

Identifiers—Horace Mann School

The objectives, staff and facilities, and programming of a pilot project in education of the deaf at the Horace Mann School are described. Discussed are the project evaluation process, admissions policy, student evaluation, audiological services, the pilot class, consultation services at Horace Mann and in other schools, and the recommendations for the future. Also of concern are the adult education program, continued planning of the Allston-Horace Mann Center, the planning of the Horace Mann Centennial Symposium, and the dissemination of research findings. (JM)

ED 040 548 EC 006 062

Osofsky, Howard J.

The Pregnant Teen-Ager: A Medical, Educational, and Social Analysis.

Pub Date 69

Note—124p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$6.75)

Document Not Available from EDRS.

Descriptors—*Adolescents, Contraception, *Educational Problems, Illegitimate Births, Medical Evaluation, Pregnancy, Sex Education, *Social Problems, *Unwed Mothers

Concerned with teen-aged pregnancy, the text includes discussions of premarital pregnancy, the pregnant teen as a member of the poor, as nonwhite, and as a teen-ager, obstetrical concepts, pregnancy results, factors which influence medical prognosis, and solutions to minimize medical risk. Additional areas of concern are a research review and a review of the validity and bias of social services, hospitals and clinics, voluntary agencies and homes, the community itself, and the attitudes of the community. The emotional problems of the school system and exclusion from the system are described along with a review of the educational backgrounds of pregnant students, education needs, and the Y-MED program. The problems of sex education and contraception availability and the results of insufficient instruction are examined as are the following concerns on abortion: laws, historical perspective, prohibitions, women's rights, and the punitive effects of legislation on the poor concerning abortion. (JM)

ED 040 549 EC 006 064

Paser, Charles M., Ed.

Mental Retardation: Diagnosis and Treatment.

Pub Date May 69

Note—284p.

Available from—Hoeber Medical Division, Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016 (\$9.50)

Document Not Available from EDRS.

Descriptors—Clinical Diagnosis, Communication Problems, Diagnostic Tests, Epilepsy, *Etiology, *Evaluation, Evaluation Methods, Genetics, Institutionalized (Persons), Medical Treatment, *Mentally Handicapped, Metabolism, Psychological Evaluation

A collection of writings by 17 authors, the text includes the following discussions: general principles of diagnosis and management of mental retardation, neurologic evaluation of the infant and child, psychological evaluation, educational information, and treatment of pseudoretardation, communicative disorders, and metabolic and endocrine causes. Also discussed are surgical treatment of retardation, pseudoretardation associated with epilepsy, psychiatric management, genetic counseling, degenerative diseases causing retardation, general principles of training programs, and the institutionalized retarded. (RJ)

ED 040 550 EC 006 075

Altman, Reuben And Others

Bibliography of Cooperative Work/Study Programs for the Mentally Retarded Throughout the United States.

Texas Univ., Austin. Coll. of Education.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date May 70

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—*Bibliographies, Cooperative Programs, *Exceptional Child Education, *Mentally Handicapped, State Programs, Vocational Education, *Work Study Programs

Items in the bibliography are grouped into six categories according to type of item: publications in scholarly journals, books and bibliographies; state guidelines and state agency cooperative agreements; publications of public and private agencies including individual work study plans not presented in state guidelines; proceedings of institutes, symposiums, and other conferences; research reports including reports of research and demonstration projects by author and/or principal investigator; and dissertations. The literature is also classified by states. (MS)

ED 040 551 EC 006 079

Cognitive Development in Children: Five Monographs of the Society for Research in Child Development.

Society for Research in Child Development, Lafayette, Ind.

Pub Date Jun 70

Note—698p.

Available from—University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637 (\$10.75)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *Cognitive Processes, *Early Childhood, Foreign Countries, Intellectual Development, *Language Development, *Mathematics, Perceptual Development, Research, Thought Processes

Identifiers—Piaget (Jean)

Five conference reports that originally appeared as monographs of the Society for Research in Child Development concern cognition in young children. Included in a section on thought are articles on Piaget and his theories, computer simulation on human thinking, and an information processing theory of intellectual development. The development of perception, mediating responses, verbal factors in discrimination, styles of conceptualization, equivalence transformations, mathematical models, and Soviet research are discussed. Six articles consider language acquisition (the development of grammar, syntax, verbal behavior, linguistic structure, and nonaphasic disorders), while seven describe mathematical learning. European research in cognitive development is discussed: operational thought and symbolic imagery, formal reasoning in test situations, the evolution of thought, problem solving and past experience, speech and thought in subnormality, perceptual development in preschoolers, development of higher nervous activity, and the formation of identity of visual characteristics of objects seen successively. (RJ)

ED 040 552 EC 006 088

Genensky, Samuel M.

A Functional Classification System of the Visually Impaired to Replace the Legal Definition of Blindness.

Rand Corp., Santa Monica, Calif.

Pub Date Apr 70

Note—26p.

Available from—Rand Corporation, 1700 Main Street, Santa Monica, California 90406

Document Not Available from EDRS.

Descriptors—*Blind, Classification, Definitions, *Partially Sighted, Visual Acuity, *Visually Handicapped

The capacity of the visually impaired to perform normal tasks is the basis of a new classification system proposed to supplant the current legal definition of blindness, now based on arbitrary numerical values used to measure visual acuity and angular field. A discussion of the current plight of the visually impaired focuses on the failure of the public to recognize the heterogeneity of this population and the misapplication of the legal definition of blindness. Recommendations are made which the author believes would

clarify impairments, improve public understanding of the capabilities and needs of the visually handicapped, improve the quality and quantity of services, and increase educational and economic opportunities. (TC/RJ)

ED 040 553 40 EC 006 089

Graham, James T. Graham, Louella W.

Auditory Perceptual Ability Related to Language Acquisition in Mentally-Retarded Children. Interim Report.

Emory Univ., Atlanta, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1242

Pub Date Dec 69

Grant—OEG-0-8-001242-1797(032)

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Adolescents, *Exceptional Child Research, *Language, Language Proficiency, Linguistic Competence, *Mentally Handicapped, Predictive Ability (Testing)

As part of a long range study of language behavior, six teenage mentally retarded males (IQ 37 to 64) were interviewed, and tapes were made to record language samples. Linguistic competence was found to be adequate while language performance was deficient. The sentence repetition test was found to be a useful predictor of problem areas for high corpus-error informants but not for those making few corpus errors. (Author/RJ)

ED 040 554 EC 006 090

Anderson, Robert M., Comp. and Ed.

Proceedings of the First Conference on Professional Laboratory Experiences in Special Education (Normal, Illinois, May 9-10, 1969).

Illinois State Univ., Normal. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date Nov 69

Note—93p.

EDRS Price MF-\$0.50 HC-\$4.75

Descriptors—Aurally Handicapped, *Conferences, Emotionally Disturbed, *Exceptional Child Education, *Handicapped Children, Learning Disabilities, Mentally Handicapped, Physically Handicapped, Socially Maladjusted, Speech Handicapped, *Student Teaching, Supervision, *Teacher Education, Visually Handicapped

Identifiers—Illinois State University

The proceedings include explanations of the conference's purpose in the student teaching program at Illinois State University. George Richmond considers the goals and objectives of that program and Cecilia Lauby discusses philosophy, theory, and principles of supervision. Group discussions are reported regarding mentally, physically, visually, and aurally handicapped children as well as those with speech problems, social and emotional maladjustment, and learning disabilities. A student panel on student teaching is summarized and an evaluation of the conference is provided. (JD)

ED 040 555 40 EC 006 099

Meierhenry, Wesley C.

Planning for the Evaluation of Special Educational Programs: A Resource Guide.

Nebraska Univ., Lincoln.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-37-2160

Pub Date 69

Grant—OEG-0-9-372160-3553(032)

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Administration, Consultants, Educational Finance, Educational Objectives, Educational Programs, *Evaluation Techniques, *Exceptional Child Research, Information Dissemination, *Program Evaluation, Program Planning, Resource Centers

Developed along with a tape-slide package, the guide covers evaluation of special educational programs. Robert McIntyre discusses evaluation for decision making; Victor Baldwin considers sources of help and how to use them; and Helmut Hofmann treats objectives as guidelines for action, data collection, and budget planning and evaluation. Wesley Meierhenry describes what and when to evaluate as well as reporting and dis-

seminar; he also lists references on evaluation. (JD)

ED 040 556 40 EC 006 105

Aldridge, Henry P.

An Investigation to Determine the Effectiveness of Short Concept Films in the Instruction of Handicapped Students. Final Report.

Georgia State Office of Vocational Rehabilitation, Atlanta.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-20-2070

Pub Date Aug 69

Grant—OEG-4-9-202070-0008-032

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Adults, Audiovisual Instruction, Evaluation, Evaluation Methods, *Exceptional Child Research, *Handicapped, *Instructional Films, *Job Training, Repetitive Film Showings, Vocational Rehabilitation, Young Adults

To determine if short concept films (SCF) are effective tools for assessing the potential of handicapped students for training and work, 135 students at a rehabilitation center were studied. Instructions for how to perform two jobs in jewelry engraving were given verbally by an evaluator, by a color-sound film, a color no-sound film, and by black and white sound and no-sound films. The five treatments were alternated weekly until a total of 27 students were exposed to each treatment. Results revealed the following: the SCF had little effect on the total time students spent on the job sample; instructional time was reduced by as much as two thirds when films were used; more instructional time was spent with students when they used the no-sound films; black and white no-sound films required the greatest number of repeated instructions; and color-sound films were judged most effective of the films. (Author/RJ)

ED 040 557 40 EC 006 106

Smith, Donald C.

A Community Helper Program for Children with Behavioral and Learning Disorders. Final Report.

Ohio State Univ., Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1181

Pub Date Jun 69

Grant—OEG-3-6-061181-1596

Note—180p.

EDRS Price MF-\$0.75 HC-\$9.10

Descriptors—Academic Achievement, *Behavior Problems, *Community Service Programs, Counseling, *Exceptional Child Research, Individual Characteristics, Intervention, *Learning Difficulties, Program Effectiveness, Remedial Instruction, Student Adjustment, *Volunteers

A community helper project involved 37 untrained volunteers in a one-to-one relationship with children manifesting behavioral and learning problems in school. Most volunteers were nominated by principals; all passed screening and all were women despite efforts for recruiting men. Seventy-four problem children, from grades 1 through 6, and not manifesting mental retardation or physical or sensory handicaps were identified. Mean age of experimentals was 9.2; controls were an average of 1 year older, but of similar class (low to upper middle) and intelligence (low to high average). Experimentals met for 22 interviews over 18 weeks with a helper: 13 controls received remedial tutoring or counseling; 24 controls received no special services. Ratings of behavior, personality, academic achievement, and intelligence indicated no significant differences between the groups. It was suggested that the treatment period be extended and need frequencies analyzed; also, it was recommended that selection procedures for subjects and volunteers be refined. Principals, teachers, and helpers all saw the program as effective. (Author/JD)

ED 040 558 EC 006 112

Pronovost, Wilbert And Others

The Development and Evaluation of Procedures for Using the Voice Visualizer as an Aid in Teaching Speech to the Deaf. Final Report.

Boston Univ., Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2017

Pub Date Aug 67

Grant—OEG-1-6-062017-1588

Note—178p.

EDRS Price MF-\$0.75 HC-\$9.00

Descriptors—*Articulation (Speech), *Aurally Handicapped, Consonants, Deaf, Equipment Evaluation, *Exceptional Child Research, Instructional Materials, *Material Development, Speech Improvement, Speech Therapy, *Visible Speech, Vowels

A prototype voice visualizer was constructed and a program of instructional materials designed to teach discrimination of minimally paired vowel or consonant sounds. Two groups of 24 deaf children with poor articulatory ability received instruction twice weekly for 4 months; also, a group of eight deaf children with good speech participated in five sessions. Listener ratings indicated both the consonant and vowel groups improved most markedly in the first month. The consonant group improved more, but improvement in articulatory proficiency was not accompanied by corresponding improvement in word intelligibility. The additional group of eight showed improvement in both areas. The visualizer was reportedly easily operated and presented no technical problems. (Author/JD)

ED 040 559 EC 006 116

Policies and Procedures: Centers and Services for Deaf-Blind Children.

Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Pub Date Apr 69

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Agencies, *Deaf Blind, *Educational Legislation, *Exceptional Child Education, *Multiply Handicapped, Organization, Program Development, *Program Proposals, Services, Supplementary Educational Centers

Identifiers—Elementary Secondary Education Act Title VI, Public Law 90-247

Provisions for the establishment of centers and services for deaf-blind children under the Elementary and Secondary Education Act Title VI, Part C are described. Explained are criteria for agency eligibility, coordination among agencies, services provided by a comprehensive center, and activities authorized by the Act. Also discussed are developmental and operational projects, submission of proposals, the form of proposal information, and review and approval procedures. Information is also included on various regulations, grant terms and conditions, and special provisions of the Act. (JM)

ED 040 560 EC 006 117

Support for Research and Related Activities for the Education of Handicapped Children.

Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Pub Date Nov 68

Note—32p.; Revised

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Exceptional Child Research, *Federal Aid, Financial Support, Grants, *Handicapped Children, *Project Applications, Research Criteria, Research Design, *Research Proposals

Information is presented on obtaining government financial support for research on the education of handicapped children. Discussed are authorization and activities appropriate for support, review procedures, funding dates, and research consultation. The following grant areas are suggested for proposal development: construction, research and development centers, programmatic, departmental research development, research projects, demonstration projects, media projects and programs, curriculum development and evaluation, and research training. Application procedures are also outlined such as the form itself, the body of the report, personnel and facilities, budget, supplementary information, details about submitting proposals, communications regarding proposals, negotiation procedures, data collection instruments, and additional reports (JM)

ED 040 561 EC 006 913

Dupuy, T. N.

Ferment in College Libraries: The Impact of Information Technology.

Spons Agency—Communication Service Corp., Washington, D.C.

Pub Date 68

Note—158p.; A report to the trustees of the College of the Potomac

Available from—Communication Service Corporation, 1333 Connecticut Ave., N.W., Washington, D.C. 20036 (\$4.50)

Document Not Available from EDRS.

Descriptors—*Information Centers, *Information Science, Library Planning, *Library Surveys, Library Technical Processes

The author visited 36 educational institutions and 22 other institutions in the United States and abroad, and interviewed 120 scholars and specialists to survey the status of American college libraries in relation to new educational technology. After defining the modern academic library and college information system, he identifies the sources of ferment—the information explosion, rapidly developing new technology, and new concepts in education. Using some existing libraries and information centers as illustrations, he discusses some of the trends in academic library procedures. He also discusses certain challenges the electronic revolution poses for information science technique. After outlining relevant activities abroad, he offers some conclusions and recommendations for preliminary planning and action in the development of facilities and operational concepts for a library and comparable resource collections in non-book media. (JY)

ED 040 562 EM 007 808

Tomei, Mario Joseph

An Analysis of the Experience and Effects of Computer Assisted Scheduling in Selected Institutions of Higher Education.

Temple Univ., Philadelphia, Pa. Coll. of Education.

Pub Date Jun 69

Note—33p.; Document is abstract of a thesis presented to the College of Education, Temple University

Available from—University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106 (TTE-395)

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Computer Programs, Data Processing, *Facility Utilization Research, Higher Education, *Scheduling

The author used interviews, questionnaires, and in-depth interviews to gather data about the use of computer assisted scheduling systems in operation in higher education. The study presents descriptive data about each system and also seeks to identify those institutions operating superior systems. It compares computer assisted scheduling systems with the previous scheduling system used in each one of the selected institutions studied. (JY)

ED 040 563 EM 007 841

Hanson, Allen R.

Adaptive Systems for Prediction Problems.

Cornell Univ., Ithaca, N.Y. Center for Applied Mathematics.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No—AD-697 431

Pub Date Sep 69

Note—161p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-697 431, MF \$3.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Programs, Decision Making, Feasibility Studies, *Game Theory, Prediction

The paper investigates classes of adaptive systems used as prediction machines in certain simple games. Ideally the machine should approach a state which will maximize its expected gain. The simplest machine takes the form of an urn, similar to the urn models of Polya and Friedman, but modified so as to form an adaptive system. The machine is characterized by learning parameters and a reinforcement scheme. The simplest machine is then extended to a machine with 2 to the nth power urns, each urn corresponding to one of the possible N-tuples of previous moves. This machine is further generalized to a machine which begins as a one-urn machine and splits states as information is accumulated. This machine is capable of growing until it comprises any number of urns. Many of these machines were simulated on a computer, playing

against a variety of opponents. These results indicate that the prediction is not optimal but is considerably better than random guessing. A heuristic value of the limiting state for the one urn machine playing against a probabilistic opponent is obtained and the results of the simulation support this value. No convergence proof is available except for restricted values of the parameters alpha and beta. (Author)

ED 040 564 EM 007 947

Rosenbloom, Richard S., Ed. Marris, Robin, Ed. *Social Innovation in the City: New Enterprises for Community Development. A Collection of Working Papers. Harvard University Program on Technology and Society.*

Harvard Univ. Program on Technology and Society, Cambridge, Mass.

Spons Agency—International Business Machines Corp., Armonk, N.Y.

Pub Date 69

Note—200p.

Available from—Harvard University Press, 79 Garden Street, Cambridge, Massachusetts 02138 (\$4.00)

Document Not Available from EDRS.

Descriptors—Change Agents, City Improvement, City Planning, *City Problems, *Community Organizations, *Social Change, Sociocultural Patterns, Technological Advancement, Urban Renewal

The papers presented in this volume represent an interim report on the work of 50 investigators at the Research Group on Technology, Business, and the City—a part of the Harvard University program on Technology and Society. The work of the group is to investigate and structure research into the role of the business-like organization in the technology of social change. The papers deal with the existing institutions and the urban context in which they function. They examine the institutions of the ghetto, particularly the black ghetto. In conclusion, they make tentative suggestions for the relief of existing social problems in the city. A biographical sketch of the principal contributors is provided. (JY)

ED 040 565 EM 007 948

Audiovisual Market Place 1970. A Multimedia Guide.

Pub Date 20 Feb 70

Note—226p.

Available from—R. R. Bowker Company, 1180 Avenue of the Americas, New York, N.Y. 10036 (\$12.25)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Catalogs, *Directories, Educational Equipment, Equipment Manufacturers, Instructional Aids

Both hardware manufacturers and software producers/distributors are arranged alphabetically by firm name and in indexes classified by product line. Entries indicate names of key personnel, addresses, phone numbers, types of material or equipment offered, and availability of printed instructions or other materials supplied with the product. Also provided are a list of national audiovisual associations and allied groups, a calendar of conventions, a list of educational radio and television stations, a reference list, and a list of serial publications and review services. A section on services includes information on audiovisual dealers by state, in addition to listing services such as processing, cataloging, production, laboratories, and rentals. A reader's service card codes all the advertisements in the directory to enable the user to contact an advertiser for additional information. (JY)

ED 040 566 EM 007 953

Flanagan, John C. *Individualizing Education.*

American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.

Pub Date Sep 68

Note—32p.; Speech given before the American Psychological Association Annual Meeting, San Francisco, California, September 1968

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Achievement Need, Educational Planning, Educational Research, Guidance Counseling, Guidance Objectives, *Individualized Instruction

Various attempts have been made in the past to improve the quality of American education by individualizing instruction. The most common method of individualizing instruction has been by

varying the rate of progress or the type of assignment. Perhaps a more important and little used method is that of adapting education to individual differences with respect to the goals of the educational program. An effective program for individualizing instruction must be based on extensive additional psychological research and development in (1) formulating the functions of an educational system, (2) achieving the individual's educational goals, (3) monitoring the individual's progress, (4) formulating goals and planning individual development, and (5) preparing the teacher for individualizing education. Using the knowledge now available, a program known as Project PLAN (Program for Learning in Accordance with Needs) is being developed and tested. Project PLAN attempts not only to utilize knowledge about the learning process itself and about instructional materials, but also to help the individual student to know his strengths and weaknesses and, with the help of guidance and counseling, to select his educational objectives. A list of references is appended. (JY)

ED 040 567 88 EM 007 955

Lipe, Dewey And Others

Classroom Behavior of PLAN Students Compared with Control Students.

American Institutes for Research, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Sep 69

Contract—OEC-6-8-05331

Note—22p.; Paper presented to the American Psychological Association Annual Meeting, Washington, D.C., September 1, 1969

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Classroom Observation Techniques, Individualized Instruction, Programmed Instruction, Program Evaluation, *Student Behavior

Identifiers—PLAN, Program for Learning in Accordance with Needs, SOS, Student Observation Scale

In order to assess the classroom behavior of PLAN students relative to students in other instructional systems, the PLAN Student Observation Scale (PLAN-SOS) was developed. Specifically, PLAN-SOS was designed to measure the percentages of time that students spend performing various behaviors judged to be important to the learning process in a system of individualized instruction. Twenty categories of behavior were described, clustered under the general headings of either working alone, interacting in a group, interacting with the teacher, interacting with a peer, planning learning strategies, transitional behavior, or non-productive behavior. Two groups of observers were trained to use PLAN-SOS. The results these observers obtained using the scale are described in this report. A reference list and data tables are appended. (JY)

ED 040 568 80 EM 007 956

Carr, William D.

A Guide for Audiovisual and Newer Media.

Oklahoma Curriculum Improvement Commission, Oklahoma City.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 70

Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—*Audiovisual Aids, Educational Equipment, Instructional Aids

One of the principal values of audiovisual materials is that they permit the teacher to depart from verbal and printed symbolism, and at the same time to provide a wider real or vicarious experience for pupils. This booklet is designed to aid the teacher in using audiovisual material effectively. It covers visual displays, non-projected materials, tearsheets, field trips, projectors and screens, projected materials, photography, graphics, duplicating, drymount, lamination, audio equipment, the use of color in visuals, and newer media such as television and programmed instruction. Each piece of equipment and technique is described briefly; its purposes are listed; and good practices in its use are outlined. Some tips on electrical safety are offered. Preceding the sections on technique are discussions of media programs, cataloging audiovisual materials, selection and evaluation of audiovisual equipment, and the duties of an audiovisual specialist. (JY)

ED 040 569

Bouknight, W. Jack

CSLX (X-6, 7) A Programmer's Manual to the Use and Understanding of a Low-Level Linked List Structure Language.

Illinois Univ., Urbana. Coordinated Science Lab. Spons Agency—Army Electronics Command, Fort Monmouth, N.J.

Report No.—AD-699 928

Pub Date Nov 69

Note—122p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-699 928, MF \$.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computational Linguistics, Manuals, *Programming Languages, Syntax Identifiers—CSLX Programming Language, *List Processing Languages

The report is a programmer's manual for usage and understanding of a low-level linked list processing language operating on the control data 1604 computer. The basis for the language is L six (low-level linked list language). The manual describes all of the operation codes, statements and procedures for using the language. In addition, a brief discussion is given on linked-list storage schemes and how they are handled. (Author)

ED 040 570 EM 007 970

Friedman, Daniel P. And Others

GRASPE 1.5: A Graph Processor and Its Application.

Houston Univ., Tex. Dept. of Computer Science. Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—AD-696 673

Pub Date Aug 69

Note—143p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-696 673, MF \$.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computational Linguistics, *Graphic Arts, *Programming Languages, Topology

Identifiers—Themis Project, Turing Machines

A set of primitives to allow graph processing on a list processing system is investigated. The object of the investigation is to provide a method of applying intuitive graph solution techniques to graph oriented computer problems. Applications are presented from several disciplines. (Author)

ED 040 571 EM 007 972

Paul, James E., Jr.

A Limited-Vocabulary, Multi-Speaker Automatic Isolated Word Recognition System.

North Carolina Univ., Raleigh, N.C. State Univ. Dept. of Electrical Engineering.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va. Directorate of Information Science.

Report No.—AD-696 206

Pub Date 1 Sep 69

Note—145p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-696 206, MF \$.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Classification, *Pattern Recognition, Simulation, Statistical Analysis, *Vocabulary Identifiers—Themis Project

Techniques for automatic recognition of isolated words are investigated, and a computer simulation of a word recognition system is effected. Considered in detail are data acquisition and digitizing, word detection, amplitude and time normalization, short-time spectral estimation including spectral windowing, spectral envelope approximation, parametric and adaptive feature extraction, and pattern classification. Recognition parameters are derived from estimated short-time power spectra. An evaluation of spectral windows is made resulting in the selection of the Hanning window. A convolutional smoothing method of spectral envelope approximation is developed, and several smoothing windows are compared. Features are extracted from partitioned intervals over the spectral envelopes. The boundaries of these intervals are determined using both parametric and adaptive procedures. An improved measure of feature merit is developed and

is compared with both the information and analysis-of-variance criteria. The overall word recognition system was found to perform very satisfactorily with recognition accuracies reaching 99 percent for a single speaker, 50-word vocabulary and 96 percent for a three-speaker, 30-word vocabulary. (Author/GO)

ED 040 572

EM 007 995

Tracz, G. S. Norman, M. J.
A Computerized System for School Bus Routing.
Ontario Inst. for Studies in Education, Toronto.
Pub Date Feb 70
Note—29p.

Available from—The Ontario Institute for Studies in Education, 102 Bloor Street West, Toronto 5, Ontario, Canada (\$1.50)

Document Not Available from EDRS.

Descriptors—*Bus Transportation, *Electronic Data Processing, Facility Utilization Research, Programming, Student Transportation

The reorganization of the school districts in the province of Ontario provided an opportunity for the development of a computerized procedure for producing efficient bus routes with considerably reduced time and effort. This report describes in detail the actual procedure to be followed in using the system. A series of tests designed to check the feasibility of the proposed program, and to perform an evaluation of the overall procedure, are outlined. Appendixes contain information for setting up the control cards that are used as input, and a sample of the output from a typical problem. (JY)

ED 040 573

EM 007 997

Linguistics in Documentation. Current Abstracts, Number One.

International Federation for Documentation, Washington, D.C.

Pub Date 70

Note—21p.

Available from—The Federation Internationale de Documentation, Secretariat, FID/LD: Room 800, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—*Abstracts, Annotated Bibliographies, Bulletins, *Linguistics, Research Projects

Twenty-three documents on the field of linguistics are abstracted in this bulletin. Information given for each document includes the author, title, date of publication, publisher, information retrieval descriptors, and an abstract. The availability of each document is noted. Information is supplied at the end of the bulletin for ordering documents not available from the author or publisher. It is envisioned that this bulletin will be published four or more times each year. (JY)

ED 040 574

88

EM 007 999

Kunkel, Richard C. And Others
An Evaluation of Curriculum Projects as Cues to Curricular Change.

Ball State Univ., Muncie, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 70

Note—13p.; Paper presented at Annual Convention of the American Education Research Association (Minneapolis, Minnesota, March 5, 1970)

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Change Agents, *Curriculum Development, Curriculum Study Centers, Educational Planning, Information Sources, *Program Evaluation

It was theorized that successes and limitations of curricular improvement projects should provide cues for intelligent planning of subsequent curricular change. The authors reviewed the records kept at the East Central Indiana Curriculum Improvement Project Office. They interviewed those in policy making and administrative positions with the Project. They sent questionnaires to the principals, teachers, and pupils in the 13 schools involved in the Project. This data was examined with primary reference to the ideas of cultural change as presented in Felix Keesing's "Cultural Anthropology: The Science of Customs". An operational theory of change was observed. An attempt was made to identify the sources of ideas and the reasons for participation. A change in attitude toward curricular change was noted as a side-effect of the Project's activities. A short bibliography is appended. (JY)

ED 040 575

EM 008 000

Eisele, James E.

The Computer as a Tool for Curriculum Development and Instructional Management.

Georgia Univ., Athens. Coll. of Education.

Pub Date Mar 70

Note—20p.; Paper presented at the Annual Convention of the American Educational Research Association (Minneapolis, Minnesota, March 2-6, 1970)

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Computer Assisted Instruction, Curriculum Development, *Individualized Instruction, Information Retrieval, Program Descriptions

The objective of this project was to discover an effective means by which teachers could have available sufficient data to make decisions in order to preplan individual teaching-learning situations. In order to achieve this objective, an electronic information retrieval system was developed. Behavioral objectives, subject-matter statements, suggested instructional procedures, materials and references, and an evaluation procedure were written and each item was assigned an identifying number and symbol. A screen of learner characteristics and professional variables was then used to choose those items which would be the most suitable for each student working on a given topic with a specific teacher. The system was refined through a continuous feedback system. A reference list is provided. Appendixes contain the lists of learner variables, professional decision-making variables, and supplemental information about the coding system used. (JY)

ED 040 576

EM 008 002

Weiner, Max And Others

An Evaluation of the 1968-1969 New York City Computer Assisted Instruction Project in Elementary Arithmetic.

City Univ. of New York, N.Y. Div. of Teacher Education.

Pub Date Feb 70

Note—20p.; Paper presented at Annual Meeting of the American Educational Research Association (Minneapolis, Minnesota, February, 1970)

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Arithmetic, *Computer Assisted Instruction, Educational Technology, *Elementary School Mathematics, Mathematics Instruction, Numbers, Program Evaluation

In 1968 the New York City Board of Education initiated a large scale test of a computer assisted instruction (CAI) program for drill and practice in elementary arithmetic. The program was a modified version of one developed by Dr. Patrick Suppes of Stanford University. An RCA Spectra 70/45 computer and 192 terminals located in elementary schools throughout the city were used. This report describes the methods used to evaluate the effectiveness of the CAI drill at each grade level, to determine the effect of the CAI drill on the attitudes of teachers, school administrators, parents and students toward CAI, and to examine the effect of the CAI program on teaching procedures in elementary arithmetic. The results of various tests and observations are presented and interpreted. Based on the data collected in the study, some conclusions and recommendations are offered. (JY)

ED 040 577

95

EM 008 003

Awkerman, Gary L.

Testing the Effectiveness of Auto-Instruction in a Paired Learning Arrangement.

Charleston County School District, North Charleston, S.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 8 Mar 70

Grant—OEG-4-9-090001-0003-057

Note—19p.; Paper presented to the Annual Meeting of the American Educational Research Association (Minneapolis, Minnesota, March 5-8, 1970)

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Comparative Analysis, *Cross Age Teaching, *Individualized Instruction, Paired Associate Learning, Peer Teaching, Programed Instruction

It is possible that the student himself may be a valuable resource in the individualization of instruction in the elementary school. This study

paired a fourth grade student with a sixth grade student who had a similar reading skill level. The pair then used a kit of auto-instructional materials designed to teach elementary school science. Students at a control school received conventional instruction in science. The study showed that fourth and sixth grade students can learn from auto-instructional materials without teacher assistance. Analysis of data from the control and experimental students shows that there was no difference between the two groups in relation to achievement levels or self-concept scores. Neither sex, reading level, nor race affected achievement. Only social position affected achievement significantly. The report discusses these and some secondary findings and outlines the research methodology of the study. A reference list is appended. (JY)

ED 040 578

88

EM 008 004

Cook, J. Marvin

An Experimental Research Design for Comparing the Retention Effects of Different Instructional Treatments, An Occasional Paper.

Maryland Univ., Baltimore.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Feb 70

Contract—OEC-3-9-090018-0021(010)

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Comparative Analysis, Educational Research, *Post Testing, *Retention, Statistical Analysis, Teaching Methods

The effects of instructional treatments are most often evaluated on the basis of an analysis of posttests given immediately following the completion of the instruction. In order to compare the relative effectiveness of different methods of instruction, it is also useful to know something about the retention effects of various instructional treatments. Interpretation of the effect different teaching methods have on retention must be based, not merely on performance on the delayed posttest, but on the relationship of the performances on the immediate and the delayed posttests. An example of research involving four instructional treatments and two repeated measures (posttests) with no pretests is discussed as an application of repeated measures analysis to the study of retention. The equations necessary for determining certain critical factors in the analysis are demonstrated. The location of significant differences, calculation of the slopes of retention curves, and tests for assumptions of homogeneity of variance are also illustrated. A reference list is appended. (JY)

ED 040 579

EM 008 032

Metcalfe, Richard Maddox

The Effects of Visual Angle, Brightness, and Contrast on the Visibility of Projected Material.

Indiana Univ., Bloomington. School of Education.

Pub Date 68

Note—77p.; Thesis submitted to the School of Education of the University of Indiana, Bloomington, Indiana

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Mich. 48106 (Order No. 69-6756, MF \$3.00, Xerography \$4.20)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Illumination Levels, Instructional Aids, Slides, Visual Perception, *Visual Stimuli

A study was conducted with three eighth grade students to determine the separate and joint effects of image size, image brightness, and image contrast on the visibility of projected materials. Twenty-five hundred slides were presented, representing 20 slides each of all possible combinations of values of the independent variables. Telegraph keys were wired to a timer and used to indicate both the accuracy and speed of the subject's response. Results showed that both visual angle and contrast affected both reaction time and the number of correct responses. It was concluded that: (1) letter size should subtend a minimum of 16.32 minutes of visual angle for adequate visibility, (2) if the room cannot be sufficiently darkened, materials must be increased in size for adequate visibility, and (3) for materials of a minimum size, contrast must be relatively high for adequate visibility to occur. (JY)

42 Document Resumes

ED 040 580 88 EM 008 113

Keener, James H. Ftergiotis, Van
Utilization of Instructional Television for Teachers
and Administrators.

Capitol Region Education Council, West Hart-
ford, Conn.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 70

Note—84p.

Available from—METRO Educational Services
Center, 200 Bloomfield Avenue, West Hart-
ford, Connecticut 06117 (\$2.00)

Document Not Available from EDRS.

Descriptors—Closed Circuit Television, *Elec-
tronic Equipment, Instructional Technology,
*Instructional Television, Production
Techniques, Televised Instruction, Video Tape
Recordings

The suggestions offered in this book are di-
vided into sections based on the amount of equip-
ment available to the teacher. Preparation of
original instructional tapes is described. Sug-
gestions for administrators include the effective
use of television in in-service training, student
orientation, observation programs, school safety
programs, program evaluation, testing, and inter-
viewing. Some special uses of television in
guidance and counseling are described. Questions
regarding the laws of copyright as it applies to
the school setting are answered. Technical infor-
mation regarding the purchase and maintenance
of equipment is offered. Some suggestions are
made regarding suitable equipment for various
school settings. A glossary is provided, as well as
an annotated bibliography of books and periodi-
cals. (JY)

ED 040 581 EM 008 114

Computers in Education: Their Use and Cost.

Pub Date [70]

Note—97p.

Available from—American Data Processing Inc.,
19830 Mack Avenue, Detroit, Michigan 48236

Document Not Available from EDRS.

Descriptors—*Computers, *Cost Effectiveness,
Educational Equipment, *Higher Education, In-
structional Technology, Instructional Televi-
sion, Media Technology

Part one of this document consists of the
findings and recommendations of the President's
Science Advisory Committee. The report con-
siders the use of computers in undergraduate,
secondary, and higher education. It also discusses
the needs of the computer science student, in-
teraction between research and educational uses
of computers, computer languages, and the need
for faculty orientation in the use of computers.
The needs of a large university computational
facility are outlined, and methods for estimating
the cost and capacity of such a facility are
demonstrated. Some examples of the use of com-
puters in course work are noted and evaluated.
Part two provides information about estimating
the costs of purchasing, installing, implementing,
and operating a media system. A methodology for
obtaining such estimates is presented, both in a
general form, and in a small number of general-
ized environments. Comparative costs estimated
for various media systems are presented, along
with some cost-saving considerations. The effects
of certain regulatory agencies on various media
systems are discussed. (JY)

ED 040 582 EM 008 115

Heller, R.

New Trends in Biology Teaching. Volume II.

United Nations Educational, Scientific, and Cul-
tural Organization, Paris (France).

Pub Date 70

Note—368p.; Summaries in Spanish
Available from—UNIPUB, Inc., P.O. Box 433,
New York, New York 10016 (\$5.00)

Document Not Available from EDRS.

Descriptors—Biological Sciences, *Biology In-
struction, Comparative Education, Educational
Philosophy, Instructional Aids, Teaching
Methods

Identifiers—UNESCO

The papers presented in this second volume
were either written specially for it, or were
published in leading biology teaching periodicals
of the world in 1966 and 1967. The first section
deals with the principles of biology teaching, its
purpose, its implication in everyday life, and the
social responsibilities of its teachers. The second
section is concerned with individual disciplines,

such as biochemistry, cybernetics, taxonomy,
systematics, etc. Several articles are then devoted
to methods and techniques, providing hints and
suggestions regarding practical help in field and
classroom work, teaching models, audio visual
aids, films, new prospects in programed instruc-
tion, and examinations. The last section of papers
presents critical studies of successful modern
biology teaching experiments. A documentary
section is appended, which includes a list of ad-
dresses of education associations and institutes
which can supply teachers with equipment and/or
information on request. The papers are in English
or French. The papers in English provide a sum-
mary in French and Spanish; papers in French
provide summaries in English and Spanish.
(Author/JY)

ED 040 583 EM 008 117

Lekan, Helen A., Ed.

Index to Computer Assisted Instruction.

Wisconsin Univ., Milwaukee. Instructional Media
Lab.

Pub Date Feb 70

Note—295p.; Second edition

Available from—Sterling Institute, Suite 3750
Prudential Tower, Boston, Massachusetts
02199 (\$19.50)

Document Not Available from EDRS.

Descriptors—*Catalogs, *Computer Assisted In-
struction, Computer Programs, *Indexes
(Locators), Instructional Materials, Programed
Instruction, *Programed Materials

The computer assisted instruction (CAI) pro-
grams and projects described in this index are
listed by subject matter. The index gives the pro-
gram name, author, source, description,
prerequisites, level of instruction, type of student,
average completion time, logic and program, pur-
pose for which program was designed, supple-
mentary materials/equipment, status of program,
availability of program, funding/sponsoring agen-
cy, programming language used, central processor
unit (CPU) for which the program is designed,
and a description of the terminal used by the pro-
gram. In addition, the titles of technical papers,
annual reports, and other descriptive information
available on the program are listed. An appendix
contains a list of new organizations in the field of
CAI and related activities. The programs are
cross-referenced by subject matter, central
processor (CPU), programming language, instruc-
tional logic, and source. A sample of the
questionnaire used to gather information about
the programs is also provided. (JY)

ED 040 584 EM 008 132

Carpenter, Margaret B. And Others

Analyzing the Use of Technology to Upgrade Edu-
cation in a Developing Country.

Rand Corp., Santa Monica, Calif.

Report No.—RM-6179-RC

Pub Date Mar 70

Note—137p.

Available from—The Rand Corporation, 1700
Main Street, Santa Monica, California 90406

Document Not Available from EDRS.

Descriptors—*Developing Nations, *Educational
Improvement, *Educational Television
Identifiers—Colombia

A pilot study to develop a methodology for
educational planning was conducted. Colombia
was chosen for analysis primarily because there is
a relatively extensive educational television
(ETV) project currently under way from which
data of a type unavailable elsewhere could be ob-
tained. The analysis considers the technology as it
interrelates with the entire educational system in
which it is a function, and proposes alternative
means to attain similar improvements in that
system. Four alternatives for improving the pri-
mary-school system and four for the secondary-
school system were examined, including the use
of ETV. In all of the alternatives, the major ex-
penditures are for building up and maintaining a
viable educational base—the teacher training pro-
gram, increased teacher salaries, and more and
larger schools. The cost of upgrading education
through the use of ETV is shown to be competi-
tive with that of the traditional method of provid-
ing more teachers. Only half as many additional
qualified teachers would be needed in a system
using ETV. In the case of Colombia, it might be
impossible to improve the quality of education
without an effective substitute for some of the
trained teachers needed. (Author)

ED 040 585 EM 008 139

Carbonell, Jaime R.

Mixed-Initiative Man-Computer Instructional Di-
alogues. Final Report.

Bolt Beranek and Newman, Inc., Cambridge,
Mass.

Spons Agency—Office of Naval Research,
Washington, D.C.

Report No.—BBN-1971

Pub Date 31 May 70

Note—217p.; Thesis (with the exception of Ap-
pendix A. II) presented to the Dept. of Electrical
Engineering of the Massachusetts Institute
of Technology

EDRS Price MF-\$1.00 HC-\$10.95

Descriptors—*Computer Assisted Instruction, In-
structional Technology, Man Machine Systems,
Program Descriptions, Programed Instruction,
*Programming Languages
Identifiers—SCHOLAR system

In order to show that a new type of programing
for computer assisted instruction (CAI) is feasi-
ble, the SCHOLAR system was written. It is infor-
mation structure oriented, based on the utiliza-
tion of a symbolic information network of facts,
concepts, and procedures. It can generate out of
its information network the material to be
presented to the student, the questions to be
asked of him, and the corresponding expected an-
swers. SCHOLAR can also utilize its information
network to answer questions formulated by the
student. This report gives the motivation and
background for developing the program, a technical
discussion of CAI programing languages in
general, and current implementations of the
SCHOLAR program. Some conclusions and
recommendations for further research complete
the report. A list of references and some
SCHOLAR protocols are appended. (JY)

ED 040 586 EM 008 140

Annett, John, Ed. Duke, John Ed.

Proceedings of a Seminar on Computer Based
Learning Systems. University of Leeds, 8 - 12
September, 1969.

National Council for Educational Technology,
London (England).

Spons Agency—Office of Naval Research,
Washington, D.C.

Pub Date Mar 70

Note—97p.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—*Computer Assisted Instruction,
Computers, *Conference Reports, *Educa-
tional Technology, Man Machine Systems,
Programing Languages

The position papers presented at a seminar
held in 1969 at Leeds University are the basis of
this report. The papers cover the topics of com-
puters in education, learning systems, planning
and management, hardware and engineering,
development processes in computer assisted in-
struction (CAI), and economic problems. The 46
participants at the seminar were from the United
Kingdom, Canada, Belgium, Holland, France, and
the United States. A summary of the discussion
of each topic is presented. Some of the papers
have lengthy reference sections. The discussion of
a proposal by the National Council for Educa-
tional Technology (NCET) for a national
research and development effort is also recorded.
(JY)

ED 040 587 EM 008 145

Ebel, Robert L., Ed.

Encyclopedia of Educational Research.

American Educational Research Association,
Washington, D.C.

Pub Date 69

Note—1522p.; Fourth edition

Available from—Macmillan Company, 60 Fifth
Avenue, New York, N. Y. 10011 (\$27.50)

Document Not Available from EDRS.

Descriptors—*Educational Research, *Research
Reviews (Publications)

This fourth edition of the encyclopedia con-
tains articles (arranged alphabetically by subject)
which deal with persistent educational problems
and continuing educational concerns to provide a
convenient source of information about most of
the important aspects of education. An outline is
included which lists each content area under
foundation areas, function areas, subject areas,
personnel areas, and administration areas. These
areas are then expanded to show the articles
within. (SP)

ED 040 588

EM 008 146

Tyler, I. Keith

Television for World Understanding.

National Education Association, Washington, D.C. Div. of Educational Technology.

Pub Date 70

Note—81p.

Available from—Publication-Sales Section, National Educational Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036, HC only (No. 711-18680, \$1.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Communication Satellites, Educational Television, *International Education, Telecommunication, *Television, World Affairs

Television will be a valuable tool in preparing people to cope with a shrinking and increasingly interdependent world. A child left to his own devices will equate "strangeness" with "danger". Television can bring a wide variety of experiences with different cultures to a child and help him to formulate an understanding of his place in the world. Television, particularly with the aid of a communications satellite, can be used for instructional, educational, or informational purposes to develop better world understanding. For approaches to the use of television in improving international relations are (1) provide children with an opportunity to discuss unusual international incidents encountered in their television viewing, (2) use out-of-school telecasts to illustrate ongoing teaching-learning involving international content, (3) systematically examine television as a major influence at several critical points in the K-12 curriculum, and (4) use instructional television series to implement units and courses with international content. (JY)

ED 040 589

EM 008 147

Curle, Adam

Educational Planning: The Adviser's Role.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 68

Note—28p.; UNESCO Fundamentals of Educational Planning No. 8

Available from—UNIPUB, Inc., P.O. Box 433, New York, N.Y. 10016 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Consultants, Educational Development, *Educational Planning, International Programs, Program Development

The author emphasizes the difficulties of advising, the problems the adviser will meet in carrying out his job, and the sensitive relationship between the adviser and the advised. He considers the useful things which the adviser might do, and discusses the many roles an adviser can assume once he has adjusted to the host country and established a good working relationship of confidence and reciprocity with his colleagues. In conclusion he warns that each adviser has to create his own job within the limits set for him by the government. This booklet was prepared to be one of a series concerning educational planning sponsored by the United Nations Educational, Scientific and Cultural Organization. (Author/JY)

ED 040 590

EM 008 149

Black, Joseph, Ed.

Computers for Education: Report of a Working Party into the Potential Applications and Development of Computer Based Learning Systems.

National Council for Educational Technology, London (England).

Pub Date 69

Note—43p.; NCET Working Paper No. 1

Available from—Councils and Education Press Ltd., 10 Queen Anne Street, London W. 1 England (10s 6d, \$1.26)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs, *Educational Change, *Educational Improvement

Identifiers—Great Britain

Claimed advantages, possible drawbacks, and economic implications of computer based learning systems are presented in this state of the art report for Great Britain. Specific areas considered include: the potential uses of computers for education, computer based learning systems, the physical bases of the system hardware and software, the relevance of programmed instruction and instructional theory, possible subject areas for the application of computer based learning

systems, econometrics, and a research and development program. (SP)

ED 040 591

56

EM 008 175

Karis, Charles And Others

The Interactive Effect of Responses per Frame, Response Mode, and Response Confirmation on Intraframe S-R Association Strength. Final Report.

Northeastern Univ., Boston, Mass.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-0773

Pub Date May 70

Grant—OEG-7-31-0570-280

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—Medical Education, *Program Content, *Programmed Instruction, *Response Mode

To investigate the role of response mode, confirmation procedure, and frame content variables in linear self-instructional programs, a 384-frame medical terminology program was developed, tested, and validated. The program was then administered during periods of four consecutive days to 450 freshman students who were randomly assigned to a group using one of 18 versions of the program. Criterion measures consisted of four daily unit tests, a post-program comprehensive test, and a delayed retention test; items in each test required either the reproduction of medical terms or the definition of medical terms. Findings from both daily and comprehensive tests showed that overt response was superior to covert response and that reading responses was definitely a function of the reproduction accuracy required on criterion items, for reproduction of medical terms. Also, while variations in frame size resulted in no significant difference among the groups for these same two tests, the variation of number of responses required per frame produced a significant effect in favor of multiple responses when test items required medical term responses. (Author/SP)

ED 040 592

95

EM 008 188

Summit, Roger K.

ERIC Online Retrieval System. Use of the DIALOG Online Information Retrieval System with ERIC Research in Education Files. Final Report.

Lockheed Aircraft Corp., Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Apr 70

Contract—OEC-9-9-140161-0028

Note—58p.

EDRS Price MF-\$0.50 HC-\$3.00

Descriptors—*Automation, *Computer Oriented Programs, Computers, Data Bases, Display Systems, Electronic Data Processing, Information Centers, *Information Processing, *Information Retrieval, Library Reference Services, *Program Evaluation, Use Studies

The utility of computer based on-line retrieval of material from the ERIC document files was tested by members of the ERIC Clearinghouse on Educational Media and Technology at Stanford University and by the Region IX office of the U.S. Office of Education in San Francisco. The DIALOG retrieval system developed by the Information Sciences Group of the Lockheed Palo Alto Research Laboratory was the on-line system tested. More than 800 searches were conducted and over 51,000 citations and abstracts were printed in the 1-year period covered by this report. A short discussion of the implementation of the system, as well as summaries of the evaluations that were conducted at Stanford and San Francisco are included. The system was used principally for retrospective retrieval and for generation of special bibliographies. Users were most impressed by the speed and "horizon widening" effects of the system, and nearly all were satisfied with search results. Based on a predictable potential demand with a low of 10,000 and a high of 125,000 requests per year, a general discussion of benefits which would accrue from the routine use of DIALOG concludes the report. (MT)

ED 040 593

EM 008 190

Gross, Lynne Schaffer

An Assessment of the Effectiveness of Teacher Study Guides Used in Conjunction with Educational Television Lessons.

California Univ., Berkeley. School of Education.

Pub Date 68

Note—95p.; Thesis presented to the Department of Education of the University of California, Los Angeles. Presented at Annual Meeting of the Dept. of Audio-Visual Instruction, National Education Assn. (Detroit, Mich., April 1970)

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-8773, MF \$3.00, HC \$5.20)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Educational Research, Instructional Aids, Music Education, *Study Guides, *Television Instruction

One of three different types of study guide materials was given to teachers whose classes watched televised music lessons. One guide provided a description of the program content, suggested activities to be performed before and after the program, and other supplementary material; a second guide provided only a description of the program content; and a third type of guide supplied a list giving the program titles and dates and had no actual study guide. Data about student achievement, student opinion, and teacher opinion concerning the various guides were then collected and analyzed. The response showed clearly that the guide providing the program content, supplementary material, and suggested activities was superior to the other two types of guide. This report contains a full description of the problem studied, the methodology used for the study, the analysis of data, conclusions, recommendations, and suggestions for further study. A bibliography and samples of various material used in the study are appended. (JY)

ED 040 594

95

EM 008 191

Mabrey, Layton

Korea. Frame In, Frame Out. Writing and Directing Educational Films.

Agency for International Development, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 61

Note—251p.

EDRS Price MF-\$1.00 HC-\$12.65

Descriptors—Audiovisual Aids, Developing Nations, *Film Production, *Instructional Films, *Korean Culture, Production Techniques, Technical Assistance

The techniques of writing and directing an educational film are covered in this book. The book has been written with the intent that it will serve as a guideline for native Koreans interested in producing instructional films for their country. The author begins with a description of the various types of educational films and the uses to which they may be put. He discusses researching the film and developing a central theme. He illustrates the idea of theme with a plot outline of thirty-six classic Korean stories. Using various films to illustrate his points, he continues through the processes of scripting, casting, making a story board, directing, and shooting a film. He presents several types of sample contracts and releases necessary in film production. In conclusion, he offers some comments on the overall Korean film industry. A list of references is appended. (JY)

ED 040 595

EM 008 192

Glaser, Robert, Ed.

The Nature of Reinforcement: Part I. (Volume I), Part II. (Volume II).

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Pub Date Jun 70

Note—563p.; Two volumes, Reprint from Proceedings of Annual Conference of the Learning Research and Development Center, University of Pittsburgh, Pittsburgh, Pennsylvania, June 1970

EDRS Price MF-\$2.25 HC-\$28.25

Descriptors—*Learning Motivation, *Learning Theories, *Reinforcement

Part One of this report describes the first half of a conference, designed to examine the nature of reinforcement, which was held at the University of Pittsburgh in June 1969. The topics discussed include: "Reward in Human Learning: Theoretical Issues and Strategic Choice Points"; "Are Reinforcement Concepts Able to Provide Reinforcement for Theorizing in Human Learning"; "Incentive Theory, Reinforcement,

and Education"; "Some Problems with Incentive Motivation to Learn"; "Human Memory and the Concept of Reinforcement"; "Catching Up with Common Sense or Two Sides of a Generalization: Reinforcement and Punishment"; and "Implications of Sensory Reinforcement". Topics in the second part of the report are: "Elicitation, Reinforcement, and Stimulus Control"; "Some Observations on Descriptive Analysis"; "Vicarious and Self-Reinforcement Processes"; "The Ubiquitous Role of Extrinsic Reinforcement in 'Self' and 'Vicarious-Reinforcement' Phenomena and in 'Observational Learning' and Imitation"; "Reinforcement; Applied Research"; "Applying Applied Reinforcement"; "Reinforcement: Is It a Basic Principle, and Will It Serve in the Analysis of Verbal Behavior"; "Some Relations of Reinforcement Theory to Education"; and "Some Comments on the Language of the Psychology of Reinforcement as Used in the Conference Papers". (Author/SP)

ED 040 596

EM 008 193

McAnany, Emile G. And Others

Television and Educational Reform in El Salvador.

Complete Report on the First Year of Research. Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development, Washington, D.C.

Report No.—RR-4

Pub Date Jul 70

Note—193p.

EDRS Price MF-\$0.75 HC-\$9.75

Descriptors—Academic Ability, Cognitive Development, *Educational Improvement, *Instructional Television, Student Attitudes, Teacher Attitudes

Identifiers—*El Salvador

Research carried out on El Salvador's Educational Reform project in the first school year that used instructional television (February-November, 1969) is summarized in this report. Focusing on the 32 pilot classes using television, together with 16 other classes without television, chapters include the administrative history of the Reform, studies of student abilities and learning, cognitive growth, attitudes and aspirations, and teachers' understanding and acceptance of the new technology of television. (Author/SP)

ED 040 597

EM 008 201

Beauchamp, George A.

Curriculum Theory.

Pub Date 68

Note—186p.; Second edition

Available from—The Kagg Press, P.O. Box 264, Wilmette, Illinois 60091

Document Not Available from EDRS.

Descriptors—*Curriculum Design, *Curriculum Development, Curriculum Evaluation, Educational Objectives, *Educational Theories, Teacher Education Curriculum

In preparing this second edition, a fresh look was taken at literature describing practices and concepts relating to theory development in behavioral disciplines related to education for cues leading to a discussion of curriculum theory. In the belief that curriculum theory must be a subtheory of educational theory, the broad field of education was examined for developments of relevance to curriculum theory. Milestones in the development of ideas about curriculum theory are noted. Theoretical issues, problems, and alternatives within the areas of curriculum design and curriculum engineering are examined. Curriculum as a field of study is discussed. Some of the value concepts and generalizations which may be classified as substantive knowledge are identified, and the ways in which curriculum is responsible for helping students to deal with value problems and to come to accept values as rules governing their own behavior are outlined. At the end of each chapter is a list of suggested readings. (Author/JY)

ED 040 598

08

EM 008 210

Baruch, Rhoda

Computer-Assisted Systems in Guidance and Education: Report of an Invitational Conference on the Implications for the Practice and Education of Counselors. Final Report.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0428

Pub Date Oct 69

Grant—OEG-0-9-310428-3727(085)

Note—70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—*Career Planning, *Computer Assisted Instruction, *Occupational Guidance Identifiers—ECES, Educational and Career Exploration System, ILS, Information System for Vocational Decisions, Interactive Learning System, ISVD, PLAN, Program for Learning in Accordance with Needs

Four computer assisted systems, demonstrated for a conference on the implications of computer assisted instruction (CAI) for the practice and education of counselors, are described in this report. The systems are introduced in a first part, and include the Information System for Vocational Decisions (ISVD), the Educational and Career Exploration System (ECES), the Program for Learning in Accordance with Needs (PLAN), and the Interactive Learning System (ILS). Each system is then compared with the others using excerpts from the reaction papers of the participants, and further discussion of CAI is presented with topics focusing on the issues, the potential, implications, and recommendations. (SP)

ED 040 599

EM 008 223

Glock, Charles Y. And Others

Case Studies in Bringing Behavioral Science into Use. Studies in the Utilization of Behavioral Science, Volume I.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 61

Note—142p.

EDRS Price MF-\$0.75 HC-\$7.45

Descriptors—*Behavioral Science Research, *Research Utilization

A collection of articles by behavioral scientists and users of behavioral science covering the problem of utilization is presented in this volume. Articles include "Applied Social Research: Some Conditions Affecting Its Utilization" by Charles Y. Glock; "Two Case Studies of Utilization of the Behavioral Sciences" by Ronald Lippitt; "Case Studies on the Utilization of Behavioral Science Research" by John C. Flanagan; "The Application of Social Research Findings" by Elmo C. Wilson; "The Occupational Research Program: An Example of Research Utilization" by Carroll L. Shurtle; "The Communication and Utilization of the Results of Agricultural Research by American Farmers: A Case History, 1900-1950" by M. L. Wilson; "Some Principles Regarding the Utilization of Social Science Research within the Military" by George W. Croker; and "Research Utilization" by Howard E. Page. (SP)

ED 040 600

EM 008 224

Katz, Elihu And Others

Studies of Innovation and of Communication to the Public. Studies in the Utilization of Behavioral Science, Volume II.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 62

Note—275p.

EDRS Price MF-\$1.25 HC-\$13.85

Descriptors—*Communication (Thought Transfer), *Diffusion, *Information Dissemination, *Innovation

The papers presented in this volume report studies on the process of innovation and studies on the process and problems of communicating scientific information to the public. Papers include: "The Social Itinerary of Technical Change: Two Studies on the Diffusion of Innovation" by Elihu Katz; "The Communication of Ideals on Innovation in Agriculture" by E. A. Wilkening; "Characteristics of Agricultural Innovators and Other Adopter Categories" by Everett M. Rogers; "An Ordinal Scale for Measuring the Adoption Process" by Robert Mason; "Shannon's Information Theory: The Spread of an Idea" by Randall L. Dahling; "Innovation of Participation in a Management" by Thomas W. Harrell; "Experimental Studies of Communicative Effectiveness" by Jum Nunnally; "Mass Media Censorship and the Portrayal of Mental Illness: Some Effects of Industry-Wide Controls in Motion Pictures and Television" by George Gerbner and Percy H. Tannenbaum; "A Scientific Convention as Source of Popular Information" by Glynn L. Wood; "Two Studies on the Communication of Scientific

Information" by Norman McKown; and "Science and the Public Mind" by Wilbur Schramm. (SP)

ED 040 601

EM 008 226

Lewis, Edward Eugene

A Study to Determine Teacher Perceptions in Relation to Educational Media.

Texas Technological Coll., Lubbock. School of Education.

Pub Date Aug 69

Note—84p.; Paper presented at Annual Meeting of the Department of Audio-Visual Instruction, National Education Association (Detroit, Michigan, April 27 - May 1, 1970). Thesis submitted to Texas Technological College

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-12,317, Microfilm \$4.00, HC \$6.00)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Instructional Aids, Instructional Materials, *Teacher Attitudes, Teacher Characteristics

The purpose of this study was to test the relationships between identified independent variables of teachers' age, sex, years of experience, grade level, formal training, and identified dependent variables of future training plans, concepts, and attitudes toward educational media. A questionnaire was administered during the 1968-69 school year to an entire school system in a large city which yielded a 53% return. The instrument was designed to obtain information regarding past educational media experiences, current awareness of media and media personnel, and use of educational media. Results were analyzed through the use of Chi-square computation. The data is summarized into a set of 17 statements concerning teachers and their use of educational media in the classroom. Some recommendations are made based on the results of this study. A list of references and samples of material used in the study are appended. (JY)

ED 040 602

EM 008 250

Parker, Edwin B.

SPIRES (Stanford Physics Information Retrieval System) 1969-70 Annual Report to the National Science Foundation (Office of Science Information Service).

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Pub Date Jun 70

Note—129p.

Available from—SPIRES/BALLOTS Documentation Office, Cypress Hall Annex, Stanford University, Stanford, California 94305 (upon request)

Document Not Available from EDRS.

Descriptors—*Information Retrieval, *Information Storage, *Physics

Identifiers—SPIRES, Stanford Physics Information Retrieval System

The third annual report (covering the 18-month period from January 1969 to June 1970) of the Stanford Physics Information Retrieval System (SPIRES) project, which is developing an augmented bibliographic retrieval capability, is presented in this document. A first section describes the background of the project and its association with Project BALLOTS (Bibliographic Automation of Large Library Operations using Time Sharing), a second section examines the SPIRES I prototype, a third section considers the system development process for SPIRES II, and a fourth section outlines system scope and requirements analysis. The appendices, comprising more than half of the report, include Stanford Campus Facility Software and Hardware, Stanford Linear Accelerator Center Participation in SPIRES, Preprints in Particles and Fields, SLAC Publications List, The System Development Phase Activity, Phase Relationships and Products, Major Milestones and Schedules, Scope of SPIRES II System, Tutorial: Information Storage and Retrieval, SPIRES II Shared Facilities, and Search Guides for PPF and IPF. (Author/SP)

ED 040 603

24

EM 008 276

Kingsbury, H. F. Strumpf, F. M.

The Development and Testing of Guidelines for Designing School Classrooms to Maximize Hearing Conditions and Provide for Effective Noise Control. Final Report.

Pennsylvania State Univ., University Park. Coll. of Engineering.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-8-B-018

Pub Date Nov 69

Grant—OEG-0-8-080018-3739(010)

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—*Acoustical Environment, *Auditory Perception, *Classroom Environment

Speech intelligibility was tested in three classroom type spaces, one of 700 square feet, and two of 200 square feet, using student listeners and recorded test material. One of the latter two classrooms was fully carpeted. The test material used was Modified Rhyme Test (MRT) tapes, presented via tape reproducer and loudspeaker. Also investigated were the expected signal attenuation over distance in these classroom spaces and the effect of added noise on speech perception. Based on statistical analysis of the results of the tests, the following conclusions were drawn: the MRT tapes are a valuable research tool in determining speech intelligibility using live observers; there are no differences between the test lists; at the same level of presentation, there is no difference in speech intelligibility for female versus male speakers; and the signal attenuation in typical classroom spaces is a straight logarithmic function and approaches free field conditions in classrooms with large amounts of acoustical absorption on the floor and ceiling. From these results, a set of acoustic guidelines were drawn that can lead to significant improvement in speech perception in actual classrooms. (Author)

ED 040 604 24 EM 008 296

Margolin, Joseph B.

Analysis of the Need for and Feasibility of More Effective Distribution of Government-Supported Non-Written Material. Final Report.

George Washington Univ., Washington, D.C.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0716

Pub Date Apr 70

Contract—OEC-000716-4457(016)

Note—295p.

EDRS Price MF-\$1.25 HC-\$14.85

Descriptors—*Educational Technology, *Information Dissemination

Covering the dissemination of non-print educational media in American education, this report reviews the current condition of the dissemination of non-print materials in education; provides an enhanced understanding of that system, assesses the problems and opportunities provided by current conditions in educational dissemination; analyzes the policy issues facing participants in the system and alternatives; and establishes requirements for an effective system and recommends methods for its improvement. (Author/SP)

ED 040 605 24 EM 008 297

Tobias, Sigmund Abramson, Theodore

The Relationship of Anxiety, Response Mode, and Content Difficulty to Achievement in Programmed Instruction. Final Report.

City Univ. of New York, N.Y. City Coll.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-8-B-015

Pub Date 15 Feb 70

Grant—OEG-0-8-080015-3697(010)

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Achievement, *Anxiety, *Course Content, *Programmed Instruction, *Response Mode

To establish an attribute by treatment interaction (ATI) between anxiety, stress, and response mode to programmed instruction, a research design was used which consisted of two experimentally manipulated variables, stress and response mode, and two variables assigned on the basis of test score: the facilitating and debilitating anxiety scores of the Achievement Anxiety Test. A total of 144 college students were randomly assigned to a stress, or nonstress group, and to one of three response modes: constructed response with, and without reinforcement, or to a reading group. The learning materials consisted of a linear program dealing with the area of heart disease. The program contained material both familiar and unfamiliar to students. Posttests on both types of content were administered immediately after the

program, and the data were analyzed by multiple linear regression. A strong positive relationship between facilitating anxiety and achievement on the technical program was found. Facilitating anxiety also interacted with stress and response mode for technical material. Debilitating anxiety failed to interact with any of the variables for technical material, though an interaction with stress for familiar materials was found. (Author/SP)

ED 040 606 24 EM 008 298

McNair, Douglas D. West, Alfred P., Jr.

Development and Testing of a High School Business Game. Final Report.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-9-B-032

Pub Date 1 Aug 70

Grant—OEG-2-9-480032-1024(010)

Note—71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—*Business Education, *Computer Oriented Programs, *Simulation

A computer based business game to be used as a teaching tool in high school business-related courses was designed, developed, and tested. The game is constructed in modules that can be linked together in a variety of ways to achieve a different decision configuration for different class needs and a changing configuration over time to parallel the progression of the class. During the course of the project, a business environment was simulated with a mathematical model. The model was programmed in FORTRAN IV, installed on a time sharing computer system, and documented for high school participants and a game administrator. The model was carefully tested prior to a full administration in a high school economics class. It was found that the model developed had the advantages of stability, rationality, and controllability, although it was found to be too competitive in the marketplace allowing the results of teams' decisions to be extremely separated. (Author/SP)

ED 040 607 24 EM 008 299

Emmer, Edmund T. Sullivan, Emmett Harry

An Evaluation of a Video Tape Modeling Module:

Motivating Strategies.

Texas Univ., Austin. Research and Development

Center for Teacher Education.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No.—Rep-Ser-30

Bureau No.—BR-5-0249

Pub Date Oct 69

Grant—OEG-6-10-108

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Evaluation, *Microteaching, *Motivation Techniques, *Teaching Models, *Video Tape Recordings

One hundred and seven undergraduates enrolled in a self-paced educational psychology course for students preparing to teach in secondary schools were subjects for an experimental module, "Motivating Strategies". Two groups were used: a control group and an experimental group. In the former, teaching preceded video-viewing, and in the latter, it came after the video tapes. Comparisons between the two groups showed no differences, and conclusions were that the module "Motivating Strategies" was ineffective, and that it would be difficult to obtain a modeling effect for such a complex task as motivation with video tapes collected in actual classroom settings. (Author/GO)

ED 040 608 24 FL 001 424

Stock, Brian

The Poverty of Philology: The Need for New

Directions in Classics and Medieval Studies.

American Council of Learned Societies, New

York, N.Y.

Pub Date Apr 69

Note—7p.; In ACLS Newsletter, v20 n3 pl-7 Apr 1969

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Classical Languages, Classical Literature, Departments, Educational Planning, *Graduate Study, History, *Interdisciplinary Approach, *Linguistics, *Medieval History, Morphology (Languages), Research Design, Research Methodology, Social Sciences, Teacher Attitudes, Universities

This review of current attitudes and procedures in the study of philology in graduate schools reveals problems contributing to a weakening of programs in classics and medieval studies. Departmental rivalry and compartmentalization of subject matter among philology, history, and social studies are severely criticized and serve as the stimulus for several proposals for change which are intended to lead to interdisciplinary programs and improved methodological approaches in the study of philology. The author argues that, as a methodology, philology must directly adapt to new needs and circumstances which involve the social sciences in order to maintain its own intellectual freedom. (RL)

ED 040 609 FL 001 479

Edgerton, William B.

The Teaching of Russian in America: A Modest Proposal.

Pennsylvania State Univ., University Park. Dept. of Slavic Languages.

Pub Date [62]

Note—18p.; In Thomas F. Magner, ed., The Teaching of Russian: Reports and Papers, Penn. State U., Dept. of Slavic Langs., 1962, p81-98

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Articulation (Program), Bilingual Teachers, Core Courses, Cultural Awareness, *Fles, Fles Programs, Fles Teachers, Instructional Program Divisions, Language Development, *Language Instruction, *Language Programs, Modern Language Curriculum, *Russian, *Second Language Learning, Teacher Qualifications

America's lag behind many countries in foreign language training, particularly the Soviet Union, is examined from the viewpoint of her ever-increasing need for foreign language proficiency in many areas. Differences between domestic and foreign curriculums are considered and a proposal is made, based on the specific assumption that what is needed is a required foreign language program beginning in the elementary school. In addition, the author argues that the program must be continuous through graduation from high school in order to guarantee mastery of the target language. (GK)

ED 040 610 FL 001 660

Porto, Norma Carneiro Monteiro

Ministerio da Educacao e Cultura. Trinta Anos de Organizacao e Situacao Atual (Ministry of Education and Culture [Brazil]. Thirty Years Ago and Now). Volumes I and III.

Ministry of Planning and General Coordination, Rio de Janeiro (Brazil).

Pub Date Sep 68

Note—145p.

EDRS Price MF-\$0.75 HC-\$7.35

Descriptors—Agencies, Agency Role, *Economic Factors, Educational Administration, *Educational Change, Educational Development, Educational History, Educational Planning, Educational Policy, Educational Practice, Educational Trends, Federal Government, Federal Legislation, *Federal Programs, Governmental Structure, *International Education, *Public Education, Public School Systems, Public Support

Identifiers—*Brazil

The economic rather than the educational aspect of Brazil's Ministry of Education and Culture is presented in this historical summary. The study was done as part of Brazil's national program of educational reform. Brazil is currently re-evaluating its school system with the view of adopting a nationally-administered system similar to that in France. The report describes each section of the ministry, the program objectives of each division, and the relationship of the ministry to other agencies of the government. There are three volumes in the study, but only Volumes I and 3 are represented here. Volume 1 provides a general description of the ministry. Volume 3 outlines the department's future goals, organizational changes suggested, and under what constitutional provisions transfers are possible. Specific projects for reform are cited. An index of decrees and a bibliography are included. (DS)

ED 040 611 FL 001 661

Pourchet-Campos, M. A. Guimaraes Junior,

Paulino

A Integracao de Ensino das Ciencias da Saude (An Integrated Medical Education Program [in Brazil]).

46 Document Resumes

Ministry of Planning and General Coordination,
Rio de Janeiro (Brazil).
Pub Date Aug 68
Note—10p.
EDRS Price MF-\$0.25 HC Not Available from
EDRS.

Descriptors—*Educational Improvement, Educational Programs, Health Occupations, Hygiene, *International Education, Medical Associations, Medical Consultants, Medical Education, *Medical Schools, Medical Services, Medical Students, Medical Technologists, Mental Health, Physicians, Professional Education, Public Health, Sanitation, *Universities, University Administration

Identifiers—*Brazil

At the Sixth Annual Reunion of the Brazilian Association of Medical Schools (VI Reuniao Anual da Associacao Brasileira de Escolas Medicas) leaders in the Brazilian medical profession proposed an integrated educational program for training students in the fields of medicine and public health. Under Brazil's present system of education, all physicians and medical technicians are trained in separately-operated technical schools. As part of Brazil's reform of its university system, physicians recommend a medical training program similar to the one followed at most U.S. universities where medical schools are part of the system of higher education. In addition, the Brazilian doctors suggest an integrated medical program which would train related specialists and technicians, such as pharmacists, public health, mental health, and sanitation officials. The statement indicates the benefits that could be derived from the suggested plan. [Not available in hard copy due to marginal legibility of original document.] (DS)

ED 040 612 FL 001 662

Machado de Souza, Edson

Recursos Publicos Aplicados Em Educacao 1960/1967 [Public Contributions to Education in Brazil from 1960 to 1967].

Pub Date: [68]

Note—24p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Costs, Educational Administration, *Educational Change, Educational Finance, Educational Improvement, Educational Planning, *Educational Programs, Elementary Schools, Federal Programs, *Financial Support, Foreign Countries, Higher Education, *International Education, Private Financial Support, Public School Systems, Public Support, Resource Allocations, Secondary Schools, Tables (Data)

Identifiers—*Brazil

An analysis of the financial contributions to educational programs made by the Brazilian government attempts to outline the actual costs, describe the ways in which the funds were spent, and ascertain whether or not the amounts were sufficient for the projects on hand. The report is intended to shed new light on the general educational situation in Brazil during its present program of reform. Various tables of statistical data show: (1) expenditures by the federal government in education, (2) expenditures by states and municipalities, (3) the portion of the 1960-67 Brazilian national budget projected for education and culture, (4) an index system of percentages of those expenses incurred during 1960-67, (5) a comparison of Brazil's expenditures for education with other countries, (6) a breakdown of private vs. public contributions, (7) student enrollments in elementary, secondary, and higher education systems, and (8) per capita costs in each of these categories between 1960 and 1967. Conclusions drawn indicate that public costs climbed from 9.2% in 1960 to 11.9% in 1968 to an estimated 13.2% for 1970. Educational leaders recommend that private contributions be increased, that an emergency program of technical assistance be administered, and that remedial programs on the elementary level be established to face the growing matriculation in that sector. [Not available in hard copy due to marginal legibility of original document.] (DS)

ED 040 613 FL 001 663

Da Silva Pires, Hindenburg

O Programa Educacao na Administracao Federal Indireta 1968 (Federally-Administered Indirect Aid to Education [in Brazil] 1968).

National Center on Human Resources, Rio de Janeiro (Brazil).

Spous Agency—Ministry of Planning and General Coordination, Rio de Janeiro (Brazil).

Pub Date May 69

Note—61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—Community Agencies (Public), *Educational Benefits, Educational Change, Educational Development, Educational Finance, Educational Interest, Educational Planning, Educational Programs, Elementary Schools, Federal Programs, Financial Support, Foundation Programs, *Grants, Higher Education, *International Education, *Private Agencies, Private Financial Support

Identifiers—*Brazil

As part of Brazil's over-all reform of its educational system, the government's Department of Planning and Coordination, Economic and Social Welfare Bureau, published this report of the indirect grants given to national educational programs by private funds. There are 31 groups represented as contributors including professional and trade associations, institutes, foundations, banks, service organizations, state and municipal agencies, and transportation authorities. The highlight of the report is a breakdown of the contributions by group name; type of educational programs sponsored; technical assistance offered; and percentage of aid given to the elementary, secondary, and higher education levels. Educational benefits to staff members of the various groups in the way of training and cultural enrichment courses, seminars, and grants for foreign and domestic study are enumerated in statistical and descriptive detail. Emphasis is on the training of individuals working in vital industries in certain depressed geographical areas of Brazil. Charts show actual costs spent by each group for the various programs. (DS)

ED 040 614 FL 001 664

Correa, Arlindo Lopes

Formas de Ampliar os Recursos Internacionais Para la Educacion en la America Latina (Recommendations for Extending International Assistance for Education in Latin America).

Organization of American States, Washington, D.C. Dept. of Educational Affairs.

Pub Date Sep 67

Note—57p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Consultants, *Developing Nations, Economic Factors, Education, *Educational Development, Educational Improvement, Educational Objectives, Educational Opportunities, *Educational Quality, Educational Responsibility, Financial Support, Foreign Relations, *International Education, International Organizations, *International Programs, Tables (Data), Technical Assistance, Universal Education

Identifiers—*Latin America

This report sets forth the commitment toward improving the over-all quality of education in Latin America as first announced at the Punta del Este Conference in 1967. Recognizing that education is a universal right and its implementation must not depend on socio-economic affluence or political motives of any region, members of the Organization of American States pledged to promote both technical assistance (through working specialists and priority conferences) and financial aid (through direct contributions and package loans) to Latin America for developing educational programs. No specific country, school system, or program is mentioned. Rather, the statement is a general recommendation that educational improvement in the region be given top priority and avenues for assistance be determined. Statistical tables show geographic distribution of funds made available to less developed countries by other countries and multilateral agencies (1960-65), official bilateral contributions by commitments (1964-65), the percent of educational costs rendered by underdeveloped countries, and the socio-economic progress made in Latin America. Bibliographical data is also included. [Not available in hard copy due to marginal legibility of original document.] (DS)

ED 040 615 FL 001 696

Foreign Language Testing.

Centre for Information on Language Teaching, London (England).

Pub Date Nov 69

Note—28p.; Specialized Bibliography 1

Available from—Centre for Information on Language Teaching, State House, 63 High Holborn, London WC1, England (\$1.75)

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Bibliographies, Books, Evaluation Methods, Instructional Program Divisions, *Language Instruction, Languages, *Modern Languages, *Student Evaluation, Testing, *Tests

This specialized bibliography of foreign language testing materials is composed of three lists. They are: (1) bibliographies of tests, (2) selected published tests, and (3) books and articles on the theory and practice of language testing, excluding general works on psychological testing and educational testing. Some 180 of the 193 citations are found in the third classification. (RL)

ED 040 616 FL 001 697

Perren, G. E. And Others

Aims and Techniques: Language-teaching Methods and their Comparative Assessment. CILT Reports and Papers 2.

Centre for Information on Language Teaching, London (England).

Spous Agency—Committee on Research and Development in Modern Languages, London (England).

Pub Date Sep 69

Note—39p.; Abridged proceedings of a conference held at State House, London, W.C.1., England, March 20-21, 1969

Available from—Centre for Information on Language Teaching, State House, 63 High Holborn, London, W.C.1., England (\$1.75)

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Behavioral Objectives, Curriculum Evaluation, *Educational Objectives, Educational Philosophy, Educational Programs, Educational Strategies, Evaluation, Evaluation Criteria, *Evaluation Methods, Evaluation Techniques, Instruction, *Language Instruction, Linguistic Performance, Methodology, *Modern Languages, *Teaching Methods, Teaching Procedures, Techniques

This report presents six articles related to the general conference theme. The topics studied include: (1) aims and purposes in modern language teaching, (2) examinations and tests as controls in language learning, (3) specifying the linguistic and behavioral content of language skills, (4) the contribution of particular techniques to specific aims, (5) areas of methodology where useful comparisons can be made, and (6) techniques for comparative assessment. The appendices contain a select bibliography, abstracts of current research, and a list of members of the conference. (RL)

ED 040 617 FL 001 737

Lieberman, Samuel

Why Study Classical Languages?

Pub Date 29 Nov 69

Note—14p.; Speech delivered at the annual meeting of the American Council on the Teaching of Foreign Languages, November 29, 1969, New Orleans, La.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Ancient History, Changing Attitudes, *Classical Languages, Classical Literature, *Community Attitudes, *Culture, Educational Attitudes, Greek, Greek Civilization, History, Language Programs, Latin, Literature, *Literature Appreciation, Parent Attitudes, Secondary Schools, *Second Language Learning, Speeches, Stereotypes, Western Civilization

This speech emphasizes the significance of living literatures and living cultures which owe a direct debt to the Romans and the Greeks from whom they can trace their origins. After commenting on typical rejoinders to the question "Why study classical languages?" and poking fun at those who advance jaded, esoteric responses, the author dispels the arguments that classical languages are linguistically superior and that Latin study helps students with English. A review of current ideas, ideals, and political institutions illustrates the continuing influence of Greek and Latin. Discussion of historical revolutionaries, the religious schism of Europe during the Middle Ages, and the discovery of the New World are viewed in terms of social relevance and the study of the classics. (RL)

ED 040 618 FL 001 771

Bowen, J. Donald Stockwell, Robert P.

Patterns of Spanish Pronunciation. A Drillbook.

Pub Date 60

Note—137p.

Available from—University of Chicago Press, 5750 Ellis Ave., Chicago, Ill. 60637 (\$2.75)

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, Behavior Development, Consonants, *Contrastive Linguistics, Distinctive Features, Habit Formation, Intonation, Language Development, *Language Instruction, Language Patterns, Modern Languages, *Pattern Drills (Language), Phonetics, Phonology, *Pronunciation, Pronunciation Instruction, *Spanish, Speech Habits, Speech Improvement, Vowels

This drillbook concentrates on making the student aware of the nature of the differences between his English habits of speech and the Spanish habits he is trying to acquire. The extensive exercises are structured selectively in order of specific difficulties of pronunciation. In the major sections on intonation, vowels, and consonants, the authors rely on the development of several components to achieve mastery in the pronunciation of Spanish. They include: (1) notes about the differences between the comparable sounds of each language, (2) descriptions of the articulation of Spanish sounds not present in English, (3) the problems arranged in a hierarchy of importance from most important to least important, (4) a respelling of Spanish that symbolizes each problematic detail, (5) lists of items that illustrate the distribution of the sounds, and (6) extensive examples for classroom drill on all the problems examined. (Author/RL)

ED 040 619

FL 001 783

Woloshin, David J.

Articulation and the State Foreign Language Association.

Pub Date 19 Apr 69

Note—18p.; Paper delivered at the Nevada Foreign Language Teachers Assoc. Spring Conference, Las Vegas, Nevada, April 19, 1969

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Articulation (Program), *Curriculum Development, Curriculum Planning, Curriculum Problems, Educational Objectives, Enrollment Trends, Instructional Materials, Instructional Program Divisions, *Language Instruction, *Language Programs, Methodology, *Modern Languages, Professional Associations, Program Administration, Program Coordination, Program Development, Program Planning, Second Languages

This paper discusses current problems in the teaching of foreign languages, suggests reasons for its present decline, and proposes a program to be developed at the local level which could serve as a model for a state-wide curriculum. After discussing enrollment trends and causes for the lack of articulation in foreign language instruction at all levels, the author suggests how a fully integrated program could be implemented through the state foreign language association. Specifically discussed areas which bear directly on articulation include: (1) objectives of the foreign language program, (2) methodology, (3) teaching, (4) coordination of long-range materials, and (5) administration—student and teacher placement. Commentary on the development of a state-wide curriculum based on behavioral objectives concludes the article. (RL)

ED 040 620

FL 001 784

Striano, Antonio, Comp. Adorno, Elvira, Ed. Italian in the Colleges and Universities of the United States.

Italian Culture Council, Inc. Kenilworth, N.J.; Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—149p.

EDRS Price MF-\$0.75 HC-\$7.55

Descriptors—*College Language Programs, Colleges, Degree Requirements, Enrollment Trends, *Italian, Italian Literature, Language Enrollment, *Language Instruction, Language Programs, Literature Programs, Modern Languages, *National Surveys, Romance Languages, School Surveys, Special Degree Programs, Student Exchange Programs, *Study Abroad, Universities

This comprehensive guide to Italian study programs in American colleges, universities, specialized schools, and study abroad programs contains

five major sections: (1) colleges, universities, and specialized schools offering introductory courses, minor, major, M.A., and Ph.D. programs; (2) colleges and universities offering graduate programs leading to M.A. and Ph.D. degrees; (3) colleges and universities offering undergraduate work toward major and minor programs, a complete listing of all course offerings, and graduate and study abroad programs; (4) American college and university study abroad programs in Italy; and (5) an alphabetical index of colleges and universities referred to in the guide. Bibliographic information and addresses of institutions and associations are included. (RL)

ED 040 621

FL 001 785

Heizer, Mary

Discussion and Outline of a Course on Methods of Teaching a Foreign Language.

Pub Date [64]

Note—8p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Applied Linguistics, Classroom Techniques, College Faculty, Course Content, *Course Descriptions, Course Objectives, Demonstrations (Educational), Educational Objectives, Graduate Students, Inservice Teaching, *Language Instruction, *Methods Courses, *Modern Languages, Second Language Learning, *Teacher Education, Teachers, Teaching Assistants, Test Construction, Testing

This course, designed for instructing potential teaching assistants to teach college students a foreign language, concentrates on six major areas of preparation. A detailed outline covers: (1) course introduction and definitions, (2) applied linguistics, (3) approaches and methods, (4) testing, (5) classroom techniques, and (6) demonstrations. Interrelationships of approach, method, and technique are clarified and instructional objectives of the course are set forth. [Not available in hard copy due to marginal legibility of original document.] (RL)

ED 040 622

FL 001 786

[Hawley, D. C.]

Report on Articulation.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date [May 70]

Note—7p.; Position Paper of the State Articulation Committee on Foreign Languages presented at Foreign Language Conference, Cornell College, Mt. Vernon, Iowa, May 1-2, 1970

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Articulation (Program), *College High School Cooperation, Curriculum Evaluation, *Language Instruction, *Language Learning Levels, Modern Languages, Placement, Program Improvement, School Policy, *Second Language Learning, Standardized Tests, Student Evaluation, Student Placement, Transfer Policy, Transfer Students

This position paper on the articulation of foreign language programs considers many of the problems caused by the transfer of students from junior and community colleges to four-year institutions. The establishment of uniform assessment procedures of foreign language levels, procedures for placement of college freshmen, and the development of standardized testing practices are viewed as goals of an articulated state-wide language program. Discussion of the Modern Language Association and the American Council on the Teaching of Foreign Languages testing programs stresses the ability to communicate in the target language. Specific criteria for testing programs focus on the establishment of levels; proposed areas of competence to be measured, definition of norms, and the application of these results to articulation measures are examined. Recommendations to language teachers in the State of Iowa are included. (RL)

ED 040 623

FL 001 787

Smith, W. Flint Littlefield, Lael

The Electronic Classroom, the Broadcast and the Record-Playback Language Laboratory: Their Contribution to Achievement in Beginning Language Learning.

Spons Agency—Indiana Univ., Bloomington. Indiana Language Program.

Pub Date Jan 69

Note—65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—Academic Achievement, Audio Active Compare Laboratories, Audio Active Laboratories, Audiolingual Methods, Educational Equipment, *Educational Experiments, *Electronic Classrooms, Equipment Evaluation, French, German, *Language Instruction, Language Laboratories, *Language Laboratory Equipment, *Modern Languages, Secondary Schools, Spanish, Student Attitudes, Teacher Attitudes

Research described in this report compares the relative achievement of three groups of secondary school students beginning language instruction in German, French, and Spanish using the electronic classroom, the record-playback laboratory, and the broadcast language laboratory with that of a control group. The second major area of research concentrates on the role which interests and attitudes play in second-language learning. Teacher and student attitudes toward the media utilized are revealed through analysis of statistical results of attitudinal tests. Procedures employed in the experiment and results of the analysis of data bearing on the effectiveness of the equipment groups are detailed. Many tables, lists of figures, and a bibliography are included. For a related document see ED 037 103. (Author/RL)

ED 040 624

FL 001 790

Mathieu, G. Bording

Poems in Early Foreign Language Instruction. ERIC Focus Reports on the Teaching of Foreign Languages, Number 15.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Modern Language Association of America, New York, N.Y.

Pub Date 70

Note—14p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, New York 10011 (\$2.5)

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Audiolingual Methods, Audiolingual Skills, Colleges, Instructional Improvement, *Language Instruction, Literature, *Modern Languages, *Poetry, Questioning Techniques, Secondary Schools, Second Language Learning, Teaching Guides, *Teaching Methods, Teaching Techniques

This report studies the potential function of poetry as a literary genre to be used in language instruction. Strategies and tactics which are designed to develop the four basic skills, advanced as fundamental objectives of audiolingual programs, are delineated through a section on guidelines for teaching language through literature. The author examines three phases of classwork which involve study of the poem's surface, inner, and personal meaning. Poetry selection, methodology, and the use of the target language are discussed. Special emphasis is given to the need to adopt a Socratic method for the study of poetry. (RL)

ED 040 625

FL 001 791

Lange, Dale L., Comp.

1969 ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Modern Language Association of America, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date May 70

Contract—OEC-1-6-002034-1625

Note—52p.; Reprint from Foreign Language Annals, V3 n4 May 1970

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Applied Linguistics, *Bibliographies, *Classical Languages, Cross Cultural Training, Curriculum Planning, Curriculum Problems, Greek, *Language Instruction, Language Laboratory Equipment, Language Teachers, Language Tests, Latin, Learning Processes, Literature, *Modern Languages, Second Language Learning, Teacher Education, Teacher Qualifications, Teaching Machines, Teaching Methods

Compiled from a master list of about 300 journals and various book sources, this third annual selective bibliography published by the American

Council on the Teaching of Foreign Languages (ACTFL) lists 1,377 items concerned with pedagogy in modern foreign languages, Latin, Greek, English as a second language, and applied linguistics. The 1969 listing provides continuity with the Birkmaier-Lange "Selective Bibliography on the Teaching of Foreign Languages 1920-1966" and the ACTFL bibliographies of 1967 and 1968. The bibliography for 1969 differs in several ways from its predecessors. Changes have been made in the classification system in order to provide better organization of information published in the fields which relate to foreign language teaching. The most visible change in this regard is the addition of a new section entitled General. The first division, which is entitled "Content and Organization of Foreign Language Learning," includes entries on Linguistics, Analysis and Teaching of the Sociocultural Context, Teaching the Foreign Literature, and Curricular Problems and Developments. The second division is concerned with "Theory and Practice of Foreign Language Teaching and Learning" and includes sections entitled Physiology and Psychology of Language Learning, Teacher Education and Qualifications, Methods, Equipment, and Testing. There is also an author index. For related documents see ED 021 152, ED 024 293, ED 025 988, and ED 029 158. (SW)

ED 040 626 FL 001 793

Robnett, Ralph F. And Others
Interdisciplinary Oral Language Guide-Primary
One. Part Two: Lessons 41-80. Michigan Oral
Language Series.

American Council on the Teaching of Foreign
Languages, New York, N.Y.; Michigan State
Dept. of Education, Lansing.
Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 70

Note—252p.

Available from—MLA/ACTFL Materials Center,
62 Fifth Ave., New York, New York 10011
(D505, \$9.00)

EDRS Price MF-\$1.00 HC-\$12.70

Descriptors—*Bilingual Education, Bilingual Students, Concept Formation, Cross Cultural Training, Early Childhood Education, English (Second Language), *Instructional Materials, Interdisciplinary Approach, Language Development, Language Guides, Language Instruction, Lesson Plans, Modern Languages, *Oral English, *Primary Education, Primary Grades, Second Language Learning, *Spanish, Standard Spoken Usage

This language program guide is designed for teachers of primary age children whose native language is Spanish or of children who are limited in their command of standard English, the oral language necessary for success in the usual school environment. The referential content for the 40 lessons is drawn principally from three areas: (1) social sciences, (2) science, and (3) mathematics. Concepts are integrated into a set of oral language lessons which progress sequentially, both conceptually and linguistically. Contrastive analysis of Spanish and English linguistic features is used to develop language skills. There is a Spanish support activity for each lesson which introduces the conceptual content the student encounters in the corresponding English lessons. There are four units in this guide, each containing 10 lessons. Five review lessons, five evaluation lessons, an art supplement, and a vocabulary index are included. For Parts One and Three of the guide see FL 001 772 and FL 001 794. (RL)

ED 040 627 FL 001 794

Robnett, Ralph F. And Others
Interdisciplinary Oral Language Guide-Primary
One. Part Three: Lessons 81-120. Michigan
Oral Language Series.

American Council on the Teaching of Foreign
Languages, New York, N.Y.; Michigan State
Dept. of Education, Lansing.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 70

Note—239p.

Available from—MLA/ACTFL Materials Center,
62 Fifth Ave., New York, New York 10011
(D506, \$7.75)

EDRS Price MF-\$1.00 HC-\$12.05

Descriptors—Bilingual Education, *Bilingual Students, Concept Formation, Cross Cultural

Training, Early Childhood Education, *English (Second Language), *Instructional Materials, Interdisciplinary Approach, Language Development, Language Guides, Language Instruction, Lesson Plans, Modern Languages, Oral English, *Primary Education, Primary Grades, *Second Language Learning, Spanish, Standard Spoken Usage

This language program guide is designed for teachers of primary age children whose native language is Spanish or of children who are limited in their command of standard English, the oral language necessary for success in the usual school environment. The referential content for the 40 lessons is drawn principally from three areas: (1) social sciences, (2) science, and (3) mathematics. Concepts are integrated into a set of oral language lessons which progress sequentially, both conceptually and linguistically. Contrastive analysis of Spanish and English is developed in the study of linguistic features. There is a Spanish support activity for each lesson which introduces the conceptual content the student encounters in the corresponding English lessons. There are four units in this guide, each containing ten lessons. Five review lessons, five evaluation lessons, an art supplement, and a vocabulary index are included. For Parts One and Two of the guide see FL 001 772 and FL 001 793. (RL)

ED 040 628 64 FL 001 795

Marvel, William W.

Directions for the Future: Federal Programs in
Education Designed to Improve International
Understanding and Cooperation. Final Report.

Education and World Affairs, New York, N.Y.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No—BR-8-0859

Pub Date Mar 69

Contract—OEC-0-8-080859-4409(014)

Note—172p.

EDRS Price MF-\$0.75 HC-\$8.70

Descriptors—Cross Cultural Training, *Cultural Exchange, Cultural Interrelationships, *Educational Programs, Federal Government, *Federal Programs, Foreign Culture, *Foreign Relations, *International Education, International Organizations, International Programs

The central focus of the report is on the changes, adjustments, and consolidation necessary to achieve national goals through international education. Recommendations pertaining to the federal agencies and activities in international education are presented as sets of options which seek to: (1) define the basis for evaluating the federal government's efforts in international education; (2) achieve greater efficiency in the use of high-level manpower and funds; (3) assure close agency linkage; (4) highlight the relevance of international education to the urgent domestic problems of American society; and (5) take account of sensitivities of peoples in less advanced countries. Shifting attention to long-range considerations, the report examines the problems of interagency coordination and balance of effort in international education, agency duplication and conflict in direction, and program articulation. The potential establishment of a new public-private agency to provide stimulation for the voluntary agencies in international affairs is considered. A comprehensive review of current and past programs is included with major relevant reports dating from 1949 through 1968. (Author/RL)

ED 040 629 FL 001 801

LeBovitz, Judith

Language, the Frontier of Meaning.

Virginia Modern Foreign Language Association.

Pub Date May 70

Note—11p.; Speech delivered at Teachers' Conference of the Virginia Association of Preparatory Schools, Williamsburg, Virginia, March 1970

Journal Cit—Bulletin of the Modern Foreign Language Association of Virginia; v26 n3 p15-25 May 1970

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—American Culture, *Curriculum Evaluation, *Humanities, Humanities Instruction, Instructional Program Divisions, *Language Instruction, *Modern Languages, *Relevance (Education), Student Attitudes

The distinction between learning a first and a second language leads the author to discuss the

nature of "high school French" and student expectations. Secondly, the notion of relevance and foreign language instruction is scrutinized in the light of conjectured needs of contemporary American culture. The third major area of discussion examines the concept of whether the humanities may be viewed as a unified field of study and the position of language study within such a categorization. (RL)

ED 040 630

FL 001 803

Miller, Richard I.

A Study of Student Attitudes and Motivation in a
Collegiate French Course Using Programmed
Language Instruction.

Kentucky Univ., Lexington.

Pub Date 70

Note—6p.; Adapted from an article to appear in the International Review of Applied Linguistics, Spring 1971, and presented at the 23rd Univ. of Kentucky Foreign Language Conference, April 23-25, 1970, Lexington, Kentucky

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Attitude Tests, Behavior, Culture Conflict, Educational Strategies, *French, Instructional Program Divisions, Language Instruction, Learning Motivation, Learning Processes, Learning Readiness, Linguistic Performance, Modern Languages, Motivation, *Programmed Instruction, *Second Language Learning, *Student Attitudes, *Student Motivation, Teacher Attitudes, Teaching Styles

Exploring psycholinguistic factors which bear directly on student achievement in language instruction in college, this article concludes that programed language instruction has no negative influence on student attitudes. The author directly links learning rate to the learner's attitudes while focusing discussion on results of an attitudinal questionnaire given to some 150 college students. Suggestions of methods to improve student performance include an enumeration of proposals which encourage the development of positive attitudes in the classroom. (RL)

ED 040 631

FL 001 804

d'Anglejan, Alison Tucker, G. R.

The St. Lambert Program of Home-School Language Switch.

McGill Univ., Montreal (Quebec).

Pub Date [70]

Note—10p.; In Newsletter of the Council of Childhood Education, Autumn 1970

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Bilingual Education, *Bilingual Schools, Cultural Exchange, Curriculum Development, Educational Experiments, Educational Objectives, Educational Policy, Educational Research, *Elementary Grades, *English, *French, Instructional Program Divisions, Language Programs, Modern Languages, Program Descriptions, Program Development, Second Language Learning, Student Evaluation

Identifiers—*Canada

A description of a bilingual education program at the elementary school level spanning five years since its inception is presented in this report. The home-school language switch from English to French made by control and experimental classes involved total immersion in the French-taught curriculum. While focusing on the educational objectives of the experiment, selection of classes, curriculum design, evaluation of student achievement, and student attitudes, this article emphasizes findings which encourage the continuation and development of programs of this nature. (RL)

ED 040 632

FL 001 805

Report of the AID-NAFSA Workshop for Foreign
Student Advisers.

Agency for International Development, Washington, D.C. Office of International Training; National Association for Foreign Student Advisers.

Spons Agency—Agency for International Development, Washington, D.C.

Pub Date Nov 69

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Agencies, Articulation (Program), College Students, *Foreign Student Advisers, Government Employees, Government Role, Guidance Objectives, Guidance Programs, Guidance Services, *International Education, *International Programs, Program Administration, *Program Coordination, *Program

Descriptions, Student Personnel Workers, Teacher Workshops, Universities, Workshops.

This report discusses the proceedings of the first workshop for foreign student advisers in which were stated and explained the policies, procedures, and expectations of participating universities. The activities of the Agency for International Development (AID) and its International Training Specialists are examined in relation to the work performed by the National Association for Foreign Student Affairs (NAFSA) and its Foreign Student Advisers. Matters affecting the AID participant and his program which are of concern to university personnel, other than AID and NAFSA members, are examined. A section comments on cooperation in international training. A list of workshop participants and the workshop program are included. (RL)

ED 040 633 FL 001 806

Breton, Lucien

Programmed French: An Experiment.

Kentucky Univ., Lexington.

Pub Date [70]

Note—4p.; Paper presented at the 23rd University of Kentucky Foreign Language Conference, April 23-25, 1970, Lexington, Kentucky

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Autoinstructional Aids, Course Evaluation, *Educational Experiments, Educational Objectives, *French, *Language Instruction, Language Programs, Modern Languages, Program Design, *Programed Instruction, *Programed Materials, Program Evaluation, Second Language Learning, Student Evaluation, Teaching Methods, Tests

An experiment in programed language instruction based on the "Basic French" method of T. Mueller and H. Niedzielski is reviewed in this paper. Seventy-two civil servants participated in the program which provided for 60 hours of taped instruction. Experiment description, objectives, modifications, and a review of the structuring of lessons 1-20 are detailed. Results of the MLA-MA pretest and the MLA-MB posttest, administered respectively in April and September 1969, are furnished. (RL)

ED 040 634 FL 001 807

Earned Degrees in Classics 1965-1968; New England.

American Classical League, Washington, D.C.

Pub Date [69]

Note—21p.

Available from—Executive Secretary, American Classical League, The George Washington Univ., Washington, D.C. 20006 (\$1.00)

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Classical Languages, Classical Literature, College Language Programs, College Majors, *Colleges, *Degrees (Titles), *Enrollment Trends, Greek, Language Enrollment, Latin, Liberal Arts Majors, National Surveys, *School Surveys, Surveys

A statistical breakdown of earned degrees in classics from 1965 through 1968 presents data primarily classified by region. Tables covering New England, Midwest, Great Lakes, Plains, Southeast, Southwest, Rocky Mountains, and Far West include figures on degrees conferred by institution. Regional, state, and national totals represent corresponding institutional tabulations. A comparative summary by regions of degrees earned is included. (RL)

ED 040 635 24 FL 001 834

Anderson, C. Arnold And Others

Students, Teachers, and Opportunity Perceptions in Kenya, 1961-1968. Volume I. Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-8093

Pub Date Aug 69

Contract—OEC-8100

Note—268p.

EDRS Price MF-\$1.00 HC-\$13.50

Descriptors—African Culture, *Cross Sectional Studies, Educational Programs, Educational Research, Educational Resources, Educational Sociology, Educational Status Comparison, Ethnic Studies, *Occupational Surveys, School Community Relationship, Social Change, Social Influences, Sociology, Student Attitudes, *Student Characteristics, Student Needs, Teacher Attitudes, *Teacher Characteristics, *Teacher Motivation

Identifiers—*Kenya

This report dealing with the educational situation in Kenyan schools immediately preceding independence, is a two-part study which focuses on the characteristics of a 196a Form-4 class and several groups of teachers. Both sections investigate the selectivity in recruitment of the groups studied, including secondary school attendance, teaching roles, perspectives of occupational opportunities, and job preferences. Discussion of Form-4 pupils in 1961 focuses primarily on personal orientation to future education, job, and career aspects. This group of male African students is ultimately traced to their jobs and occupational status as of 1968. The aim of Part 2 is to help understand some of the little-recognized, central features of the early stages in the development of a nation's teaching force. Analysis includes examination of teachers' attitudes toward, and perception of, their situation and job alternatives, and the relationships of those attitudes and perceptions to reading patterns and social origins. Frequent use of statistical tables is made throughout the study. For Volume 2 of the report see FL 001 835. (Author/RL)

ED 040 636 24 FL 001 835

Anderson, C. Arnold And Others

Students, Teachers, and Opportunity Perceptions in Kenya, 1961-68. Volume II. Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-8093

Pub Date Aug 69

Contract—OEC-8100

Note—175p.

EDRS Price MF-\$0.75 HC-\$8.85

Descriptors—African Culture, Cross Sectional Studies, *Data Collection, Educational Sociology, Educational Status Comparison, *Ethnic Studies, Occupational Surveys, Periodicals, *Questionnaires, Recreational Reading, Student Attitudes, *Student Characteristics, Teacher Attitudes, *Teacher Characteristics

Identifiers—*Kenya
Contained in this volume are the appendixes to the study of a 1961 Form-4 class and several groups of teachers in Kenya. Included are: (1) tables on characteristics of Form-4 male students by ethnic group, (2) tables on characteristics of Form-4 female students by ethnic group, (3) supplementary cross-tabulations of characteristics of African male students, (4) supplementary tabulations on teachers, (5) the 1961 samples and procedures for collection of data, (6) the student questionnaires and instructions to headmasters, (7) the teacher questionnaires, (8) codes for occupations, (9) list and coding of magazines read regularly by Kenya teachers, and (10) tentative projections of pupils and teacher trainees for the decade of the 1960's. For Volume I of the study see FL 001 834. (Author/RL)

ED 040 637 FL 001 849

Stern, H. H.

Perspectives on Second Language Teaching.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 70

Note—66p.; Modern Language Center Publications No. 1

Available from—The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto 5, Ontario (\$2.00)

Document Not Available from EDRS.

Descriptors—Bilingualism, Comparative Education, Educational Coordination, Educational Facilities, Educational Trends, English, English (Second Language), French, *Language and Area Centers, *Language Instruction, Language Programs, *Modern Languages, Program Coordination, Program Development, Psycholinguistics, *Resource Centers, *Second Language Learning

Six papers intended for foreign language teachers, administrators, and teachers of English as a second language are in this work. "Illusions and Realities" focuses on the complexities and problems of language teaching and proposes a coordinated program of development, backed by research, to meet current challenges. "Language Centers" discusses the Ontario Institute for Studies in Education and global trends in the establishment of such institutions. In "A Comparative View", the author comments on the bases for comparison of language teaching programs and reviews the current situation in Great Britain and Europe. The relationship between psycholinguistics and second language teaching is

examined prior to the final article on first and second language acquisition. (RL)

ED 040 638 FL 001 865

Lester, Kenneth A.

A Position on the Use of Scores in CEEB Achievement and Listening Comprehension Tests for Program Evaluation and Use of Published Norms.

Pub Date Sep 69

Note—3p.

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Achievement Tests, College Admission, *College Entrance Examinations, *Course Evaluation, Educational Testing, Evaluation Criteria, *Language Instruction, *Modern Languages, Standards, Student Evaluation, Teacher Evaluation, *Test Interpretation, Tests, Test Validity

A strong stand against the use of College Entrance Examination Board (CEEB) scores to evaluate high school language programs is developed in this position paper. Equally criticized is the practice of teacher evaluation based on analysis of student achievement as reflected in the scores. The mystery of determining the significance of percentile rank or "norm" tables to be used in the score interpretation of a particular test is dispelled in a discussion of how percentile ranks were developed. Concluding remarks bear on the issue of student evaluation in the light of ranking procedures used in the CEEB test. (RL)

ED 040 639 FL 001 866

London, Gardiner H. Mead, Robert G., Jr.

A Program of Hispanic Studies for the College Student.

American Association of Teachers of Spanish and Portuguese; Modern Language Association of America, New York, N.Y.

Pub Date May 61

Note—23p.

Journal Cit—Hispania; v44 n2 p383-406 May 1961

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*College Students, *Curriculum Design, Curriculum Guides, Educational Counseling, *Language Instruction, Literary Criticism, Literary Genres, Literary History, Literary Influences, Literature, Literature Programs, Modern Languages, Portuguese, Romance Languages, Second Language Learning, *Spanish, Spanish Culture, Spanish Literature, *Teacher Education, Teacher Qualifications

In this paper on Hispanic studies, seven major areas of thought are developed. The classification of material includes: (1) the Spanish major in today's world, (2) learning the language, (3) history and the structures of the language, (4) literature and literary scholarship, (5) Spanish peninsular literature, (6) Spanish American literature, and (7) Portuguese and Brazilian studies. Frequent reference is made to specific literary texts. An appendix contains the 1959 guidelines of the Modern Language Association of America on qualifications of teachers of modern foreign languages. (RL)

ED 040 640 FL 001 870

Cor, Laurence W.

Humanizing Language Study.

American Association of Teachers of French.

Pub Date May 67

Note—6p.; Revision of an address delivered to the Idaho Foreign Language Teacher's Association, April 22-23, 1966

Journal Cit—French Review; v40 n6 p817-822 May 1967

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Audiolingual Methods, Communication (Thought Transfer), Dropout Prevention, Educational Objectives, Educational Technology, *Humanism, Humanities, Humanities Instruction, Identification (Psychological), Instructional Program Divisions, *Language Instruction, *Modern Languages, *Psychological Needs, Second Language Learning, Self Concept, *Student Attitudes, Teacher Attitudes

The knowledge explosion, the growth of technology, and the development of new teaching methodologies seem to the author to have led to a sense of unrelatedness, insignificance, and a loss of personal identity. The implications of this position for language teachers are viewed in

terms of communication and motivation. Weaknesses of the scientific, linguistic approach to language instruction are seen in relation to the larger goals of the teacher—the humanizing of language study. (RL)

ED 040 641

FL 001 871

Ragusa, Olga

A Program of Italian Studies (Suggestions for the College Student).

American Association of Teachers of Italian; Modern Language Association of America, New York, N.Y.

Pub Date Jun 61

Note—13p.

Journal Cit—*Italica*; v38 n2 p161-173 Jun 1961

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*College Students, *Educational Counseling, Educational History, Guidance Counseling, *Italian, Language Instruction, Linguistics, Literature, *Literature Programs, Modern Languages, Reading Habits, Romance Languages, *Second Language Learning, Study Abroad

This program of Italian studies considers five areas of major importance. The college student is advised on: (1) the study of Italian in the United States, (2) preparation for the study of Italian, (3) studying the language, (4) the study of literature, and (5) related studies and study abroad. The section on language study emphasizes a review of new techniques, the importance of reading, linguistics, and other "tools" for language study. Reference is frequently made to specific literary texts. (RL)

ED 040 642

FL 001 874

Bockman, John F.

Townsend Junior High School Independent Foreign Language Study Project: A Second Evaluation and Progress Report.

Tucson Public Schools, Ariz.

Pub Date Jul 70

Note—58p.

EDRS Price MF-\$0.25 HC-\$3.00

Descriptors—*Course Descriptions, Educational Objectives, Experimental Programs, Grade 8, *Independent Study, Individualized Instruction, Individual Study, Instructional Materials, *Junior High Schools, *Language Instruction, *Modern Languages, Motivation Techniques, Programed Instruction, Programed Materials, Secondary Schools, Second Language Learning, Student Evaluation, Tape Recorders

Description of the second phase of the project, which has as basic objectives the determination of the feasibility of independent foreign language study in public schools and also an examination of the advantages, disadvantages, potentialities, and limitations of this mode of self-instruction, surveys the procedures 30 eighth-grade students followed in the experiment. The design, implementation, and conclusions of the project are examined. The major portion of this document is found in the appendixes which include: (1) a letter to the parents, (2) orientation to independent study, (3) results of attitudinal questionnaires, (4) comments by participants, and (5) scores in listening and reading proficiency achieved by project participants. For phase one see ED 033 632. (RL)

ED 040 643

HE 001 392

Meeting the Enrollment Demand for Public Higher Education in California through 1977: The Need for Additional Colleges and University Campuses.

California Coordinating Council for Higher Education, Sacramento.

Pub Date 3 Feb 69

Note—227p.

EDRS Price MF-\$1.00 HC-\$11.45

Descriptors—College Planning, *Educational Facilities, *Enrollment, *Enrollment Projections, *Facility Expansion, *Higher Education, Interinstitutional Cooperation, Planning, Public Education

Identifiers—*California

This study on the need for and location of new higher education facilities in California is the second in a series of statewide studies spanning two decades. The study assumes that current policies concerning student admissions, distribution of enrollments, and the form and structure of higher education will not change drastically in the near future. It examines in detail the University

of California, the California State Colleges, and the public Junior Colleges and focuses on those measures which these systems alone, or in combination can take to accommodate increasing enrollments through more efficient use and development of existing facilities. Attention is directed to the following methods: (1) redirection of excess demand at one or more campuses or colleges within a segment to other campuses or colleges of the same segment with available physical capacity; (2) increasing the planned annual growth of colleges or campuses which have not yet reached their planned maximum enrollment ceilings; and (3) increasing the number of students to be accommodated on a given campus or college by (a) increasing the projected size of the summer term; (b) extending the instructional program into evening hours and Saturday classes, and (c) adding additional facilities. Extensive supporting material is included in the appendix. (AF)

ED 040 644

HE 001 510

Missouri Commission on Higher Education; Specifications for a Higher Education Information System.

Cresap, McCormick, and Paget, Chicago, Ill.

Spons Agency—Missouri Commission on Higher Education, Jefferson City.

Pub Date Sep 68

Note—211p.

EDRS Price MF-\$1.00 HC-\$10.65

Descriptors—Educational Needs, Educational Planning, *Higher Education, Information Needs, *Information Systems, *Management Systems, *Planning

Identifiers—*Missouri

The purpose of this study was to design an information system for the Missouri Commission on Higher Education that would provide timely information for planning to meet the higher education needs in the state. The system provides planning and information reports, divided into the following subsystems: student information; program information; financial information; personnel information; and facilities information. This system would provide current information and longer term projections for both public and private higher education institutions, including junior colleges, four year colleges and universities. In addition, selected data would be provided on higher education in states surrounding Missouri. (AF)

ED 040 645

HE 001 513

Statistical Abstract of Higher Education in North Carolina, 1969-70.

North Carolina Board of Higher Education, Raleigh.

Report No.—RR-1-70

Pub Date Feb 70

Note—176p.

EDRS Price MF-\$0.75 HC-\$8.90

Descriptors—Degrees (Titles), Dormitories, *Educational Finance, *Educational Resources, *Enrollment, Faculty, *Higher Education, Libraries, *Statistical Surveys

Identifiers—*North Carolina

This is the third annual Statistical Abstract of Higher Education in North Carolina and was compiled and organized from data provided by each institution to the State Board of Higher Education or through the Higher Education General Information Survey of the U.S. Office of Education. Information is provided in 11 broad areas which are (1) current enrollment; (2) enrollment trends; (3) undergraduate transfers; (4) degrees conferred; (5) faculty and staff; (6) library resources; (7) extension activities; (8) student costs; (9) admissions and financial aid; (10) student housing; and (11) financial statistics. The appendix includes the sources of the data, and definitions of terms. (AF)

ED 040 646

HE 001 514

Cleveland, Harlan

Prospectus for the Seventies.

Hawaii Univ., Honolulu.

Pub Date Jan 70

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Administration, Community Colleges, *Educational Planning, Graduate Study, *Higher Education, *Institutional Role, *Planning, Relevance (Education), *State Programs, Undergraduate Study

Identifiers—*Hawaii

This prospectus prescribes a "general sense of direction for the University of Hawaii in the 1970s." It discusses: (1) the need to provide higher education for all who desire it; (2) the rapid growth since statehood of the state university system and prospects for continued growth; (3) the growth and purposes of the community colleges; (4) the need for "relevance" and reform of undergraduate education; (5) the need for graduate education to focus on areas in which the University has expertise, on programs related to the environment, and on the development of professional fields; (6) continuing education programs that serve the community; and (7) suggestions for administering the University of Hawaii as a statewide system. A summary of the major points concludes the prospectus. (AF)

ED 040 647

HE 001 516

Planning for the 1970's: Higher Education in Colorado. Preliminary Report.

Colorado Commission on Higher Education, Denver.

Pub Date Dec 69

Note—120p.

Available from—Colorado Commission on Higher Education, 719 State Services Building, Denver, Colorado 80203

EDRS Price MF-\$0.50 HC-\$6.10

Descriptors—Coordination, Educational Needs, Educational Objectives, *Educational Planning, Enrollment Projections, Governance, *Higher Education, *Institutional Role, *Planning, *State Programs

Identifiers—*Colorado

This report presents data and recommendations for the development of Colorado's system of higher education. It deals primarily with the public institutions. Chapter 1 assesses the needs for higher education in the state with regard to enrollment projections, distribution of the population, availability of extension courses, and the number of students from economically and educationally disadvantaged backgrounds. Chapter 2 examines the size and planned growth of each state institution. Chapter 3 discusses the purposes, programs and students of community colleges, state colleges, and the university system. Chapter 4 examines higher education in the Denver metropolitan area, and chapter 5 explores the issues of coordination, planning and governance. Tables in the appendix include data on off-campus credit extension courses, 1968-69 enrollments, and Fall 1968 Headcount enrollments in the public institutions. The Community College of Denver, the Metropolitan State College, and the Denver Center of the University of Colorado also define their roles. (AF)

ED 040 648

HE 001 518

South Carolina Commission on Higher Education. Annual Report.

South Carolina Commission on Higher Education, Columbia.

Pub Date Jan 70

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Coordination, Educational Needs, *Educational Planning, Enrollment, *Financial Support, *Higher Education, Interinstitutional Cooperation, Junior Colleges, *Planning, *State Programs

Identifiers—*South Carolina

This report contains recommendations for specific actions necessary to improve the system of higher education in South Carolina. It recommends (1) allowing the College of Charleston to become a state supported college; (2) organizing a separate system of junior colleges; (3) encouraging cooperation between the University branches and Technical Education Centers; (4) establishing a program of state grants for needy students, and a committee on student aid; (5) allowing Winthrop College to grant degrees to males; (6) designating the Commission on Higher Education as the State Commission on Higher Education Facilities; (7) removing the restriction against "indirect" aid to private institutions; and (8) appointing a joint legislative study committee to study the financial plight of private institutions. The report reviews the progress being made on other projects under its leadership which include: coordination of admissions, testing, and long range planning efforts; establishment of new programs and colleges; a review of medical education; establishment of a uniform reporting, planning and budgeting system; and plans for the

development of a consortium. Appendices include enrollment patterns and projections, financial statements of the College of Charleston, a study of student financial needs, and listings of student aid programs. (AF)

ED 040 649 HE 001 523
Social Work Education. Report of Master Plan Committee S.

Illinois State Board of Higher Education, Springfield. Master Plan Committee.
Pub Date Jun 69
Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Educational Planning, *Higher Education, *Manpower Needs, Master Plans, *Planning, *Professional Education, Social Work, *Social Workers, State Programs
Identifiers—*Illinois

This report of the Master Plan Committee on Social Work Education is part of Phase III of the Illinois Statewide Master Plan for Higher Education dealing with graduate and professional education. Part I presents an overview. Part II gives a brief description of social work and a statement of the problem. In Part III the social work manpower in the state is reviewed, status and quality considerations are discussed, the Social Work Agency Survey is described, and supply versus demand outlined. Parts IV, V, and VI discuss the need and make recommendations respectively for doctoral, master's degree, and undergraduate—including community college-level education. In Part VII recommendations are made for enrollment expansion, including recruitment, student financial aid, and general education support. Parts VIII, IX, and X discuss the need and make recommendations for (1) continuing education, (2) research and innovation, and (3) the establishment of a Social Work Advisory Committee. The appendix presents (1) a breakdown of national manpower needs in social work, and (2) the Social Work Agency Questionnaire. (AF)

ED 040 650 HE 001 524
Public Administration. Report of Master Plan Committee T.

Illinois State Board of Higher Education, Springfield. Master Plan Committee.
Pub Date Jun 69
Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Educational Needs, Educational Planning, *Higher Education, *Manpower Needs, Master Plans, *Planning, *Professional Education, *Public Administration Education, State Programs

Identifiers—*Illinois

This report of the Master Plan Committee on Public Administration is part of Phase III of the Illinois Statewide Master Plan for Higher Education. Chapter I summarizes the Committee's 14 recommendations. Chapter II is the introduction. Chapter III describes in some detail the nature of the public service's present and projected needs for persons with some training in public administration and allied fields. It also emphasizes the corollary need for increased emphasis on education for public service careers. Chapter IV comments upon the need for new and expanded public administration programs in the State's colleges and universities and recommends the establishment of a Commission on Education for the Public Service to help develop such programs. Chapter V describes specific actions that should be taken to improve the quality of public administration training and to increase the number of qualified applicants for positions in the public service. The appendix contains (1) a study of manpower needs of governmental agencies in Illinois, (2) descriptions of (a) public administration programs in Illinois, (b) graduate programs in public administration throughout the U.S., (c) the role of liberal arts colleges in public administration, and (d) educational problems confronting a government personnel agency and an on-going federal program. (AF)

ED 040 651 HE 001 525
Legal Education. Report of Master Plan Committee U.

Illinois State Board of Higher Education, Springfield. Master Plan Committee.
Pub Date Jun 69
Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Educational Needs, Educational Planning, *Higher Education, *Lawyers, Legal Aid, *Manpower Needs, Master Plans, *Planning, *Professional Education, State Programs

Identifiers—*Illinois

This report of the Master Plan Committee on Legal Education is part of Phase III of the Illinois Statewide Master Plan for Higher Education dealing with graduate and professional education. Chapter I, the introduction, describes present legal education capacity. In chapter II the State's future legal education demands are discussed, and in chapter III suggestions are made for meeting the future legal education demands. Chapter IV discusses law school curricula, interdisciplinary teaching and research, and expresses the need to bring more minority group members into the legal profession, and make financial aid available to them. It also recognizes the need for continuing legal education. Chapter V recommends that the question of the bar examination be reexamined so as to reflect the changes that are taking place in the legal profession and in legal education. Chapter VI recognizes the need to train court supporting personnel. The appendix includes enrollment data, degrees granted, population-lawyer ratio, membership in the state bar association, and the questionnaire. (AF)

ED 040 652 HE 001 526
Recommendations on Tuition Increases and Student Aid.

Illinois State Board of Higher Education, Springfield.
Pub Date Sep 68
Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—Disadvantaged Youth, Educational Finance, Educational Opportunities, Financial Needs, *Financial Support, Grants, *Higher Education, *Public Education, *Student Costs, *Tuition

Identifiers—*Illinois

This report begins with a summary of its major points which include: (1) expansion of higher education opportunities in Illinois, (2) elimination of financial problems as barriers to higher education, (3) increasing tuition only for those who can afford it, (4) increasing tuition gradually so that the impact on attendance patterns can be assessed, and (5) continually increasing tuition to approximate rising costs. Chapter I presents an overview of opinions on the role of tuition in public higher education. Chapter II examines the State's efforts to extend educational opportunity to all qualified students and reviews the number of grant recipients, institutional fees, tuition and tuition increases, and concludes that the cost of higher education is still a barrier to many young people. Recommendations are made in Chapter III. The appendix includes the reactions of the governing boards to the tuition proposals. (AF)

ED 040 653 HE 001 527
Admission and Retention of Students. Report of Master Plan Committee B.

Illinois State Board of Higher Education, Springfield. Master Plan Committee.
Pub Date Jun 69
Note—92p.

EDRS Price MF-\$0.50 HC-\$4.70

Descriptors—*Admission (School), Admission Criteria, Attendance, College Freshmen, *College Students, Enrollment, *Higher Education, *School Holding Power, *Student Characteristics, Surveys

Identifiers—*Illinois

This report of the Committee on Admission and Retention of Students is part of Phase III of the Illinois Statewide Master Plan for Higher Education. Part I examines student retention and attrition and attempts to provide information on (1) student persistence in educational programs entered, (2) trends in the holding power of institutions, (3) reasons why students discontinued their education, and (4) the degree of satisfaction or dissatisfaction with their educational experience. Part II explores the characteristics of the 1967 freshman class of the State's colleges and universities, including personal characteristics, family background, educational background, and activities beyond high school. Part III describes the survey of admission policies and practices at the State's colleges and universities in 1968-69. The questionnaires used in the surveys and some composite results are included in the appendix. (AF)

ED 040 654 HE 001 528

Elton, Charles F. Shevel, Linda R.
Who is Talented? An Analysis of Achievement.
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Report No—ACT-RR-31
Pub Date Sep 69
Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Academic Ability, *Achievement, Curricular Activities, *Creative Ability, Creativity, *Higher Education, Students, *Talented Students

Students who scored very high, very low, and average on the ACT test were compared on their responses to 48 items of six nonacademic achievement scales. The six categories were: leadership, music, drama and speech, art, writing, and science. Significant, though slight, relationships were found between academic ability and several specific nonacademic achievements. Some items within single scales were positively related to academic ability; others in the same scale were negatively related or not related. Some significant relationships for one sex were not significant for the other. The results implied that the relationship between academic talent and any nonacademic talent depends, at least in part, on the specific achievements chosen to define the talent. (Author/AF)

ED 040 655 HE 001 529
The Board of Trustees. Interim Report of the Commission on University Governance.

Duke Univ., Durham, N.C.
Pub Date 16 Jan 70
Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Administration, Board Administration Relationship, *Governance, *Governing Boards, *Higher Education, Planning, Responsibility, *Trustees, *University Administration

Identifiers—*Duke University
This report is the first in a series of reviews of the structure and governance at Duke University. It consists of six parts. Part I gives a description of the existing organization and composition of the Board of Trustees. In Part II alternative trustee arrangements are considered. Part III makes recommendations concerning the proper role and responsibilities of the Board. These include: (1) providing for the determination of long range planning, institutional goals, and priorities; (2) appointing and providing for continuing evaluation of the university's principal executive, administrative, and academic officers upon appropriate consultation and recommendations and designated university committees; (3) securing the financial well-being of the institution; and (4) exercising residual responsibility for adequate coordination and governmental oversight of the university. In Part IV recommendations are made respecting the composition of the Board. Part V discusses the relationship between the Board and the university community. A summary of the analysis and recommendations is given in Part VI. (AF)

ED 040 656 HE 001 531
New College Student Handbook, 1969 - 1970.

New Coll., Sarasota, Fla.
Pub Date 69
Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Administrative Organization, *College Environment, *Discipline Policy, *Guides, *Higher Education, Information Sources, Institutional Environment, *Students

Identifiers—*New College Sarasota Florida

The Student Handbook is a guide to the policies and procedures of New College in Sarasota, Florida. It covers the academic, social and residential aspects of campus life, including ways of getting a BA degree, requirements for graduation, the meaning of "academic good standing," student obligations in setting up a program, conditions of leaves, withdrawals, suspensions and dismissals, academic deadlines, the staff and functions of the student policy office, student government, student court, student code, proposed student bill of rights, drugs, administrative rules, and other miscellaneous items. The Handbook also contains the regulations concerning the buildings and grounds, the food service, the library, and the business office. In addition, there is a directory of faculty and staff members who may be helpful. (AF)

ED 040 657

HE 001 534

The Governing of Princeton University. Final Report of the Special Committee on the Structure of the University.

Princeton Univ., N.J.

Pub Date Apr 70

Note—171p.

EDRS Price MF-\$0.75 HC-\$8.65

Descriptors—*Administrative Organization, Administrative Policy, Administrator Role, *Decision Making, Faculty, *Governance, Governing Boards, *Higher Education, *Student Participation, University Administration

Identifiers—*Princeton University

This report of the Special Committee on the Structure of the University proposes extensive modifications in the governing of Princeton University. Part I discusses the University's procedures for making decisions on important policy issues, including undergraduate and graduate courses of study, the appointment and advancement of members of the faculty, research contracts, the University's affiliation with other organizations and institutions, rules of conduct, and conflicts of interest. Part II discusses the organization of the University, including the Board of Trustees, the Presidency, the organization of the faculty, the undergraduate assembly, the organization of the graduate student body, a University Ombudsman, and a Committee on the Future of the University. Part III suggests ways of improving communication among the various constituents of the University. The recommendation on the proposed changes are included in the appendix. (AF)

ED 040 658

HE 001 536

Special Services for Disadvantaged Students in Institutions of Higher Education Program. Application Information and Program Manual.

Office of Education (DHEW), Washington, D. C.

Bureau of Higher Education.

Pub Date Apr 70

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Counseling, *Disadvantaged Youth, Educationally Disadvantaged, *Federal Programs, *Guidelines, *Handicapped Students, *Higher Education, Special Programs, Tutorial Programs

This manual describes the special services program for disadvantaged students in higher education, ways in which individual projects can be implemented, and the procedures for making application to participate. The program, which was authorized under the Higher Education Amendments of 1968, is designed to increase the number of disadvantaged and physically handicapped students in institutions of higher education. Under this program the institutional grantee may offer "remedial and other services for students with academic potential (a) who are enrolled or accepted for enrollment at the institution, and (b) who by reason of deprived educational, cultural, or economic background or physical handicap, are in need of those services to assist them to initiate, continue, or resume their post-secondary education." Services that may be provided include: counseling, tutorial, special summer programs, career guidance, placement or other student personnel services, and identification, encouragement, or counseling of students with a view to their undertaking a program of graduate or professional education. (AF)

ED 040 659

HE 001 542

Sullivan, John J.

Potential: The Academically Able but Disadvantaged Georgia High School Student.

Georgia Univ., Athens. Inst. of Higher Education.

Pub Date 69

Note—27p.

Available from—Institute of Higher Education, University of Georgia, Athens, Georgia (\$0.50)

Document Not Available from EDRS.

Descriptors—*Academic Ability, Academic Aspiration, College Attendance, *College Bound Students, College Choice, *Disadvantaged Youth, Financial Needs, *Higher Education, Student Attitudes, *Student Characteristics

Identifiers—*Georgia

The purpose of this study was (1) to discover if the students identified as academically able by their high school counselors and/or other professionals were academically qualified for post-secondary education, and (2) to provide hereto-

fore unavailable data to those who are associated with and seek to help the disadvantaged students. Questionnaires (6042) were sent to students in Georgia high schools who had been identified by their counselors as academically able and in need of financial support for post-secondary education. Of 5010 students who completed the questionnaire, 2620 were white and 2390 were Negro. Their average grade point average was B. Relatively few had taken the Preliminary Scholastic Aptitude or the Scholastic Aptitude Test. The students who visited their counselor averaged four visits during their high school days. Most were acquainted with federal financial aid programs and the great majority planned to continue their education after high school. Both white and black students preferred colleges where the majority were members of their own race. Teaching was the most frequently mentioned future vocation and most wanted to make their home in Georgia. Those considered as the greatest living and greatest deceased persons generally were or had been in public office; few of the white students chose segregationists. (AF)

ED 040 660

HE 001 545

College Admissions Policies for the 1970's.

College Entrance Examination Board, New York, N.Y.

Pub Date 68

Note—181p.; Papers delivered at the Colloquium on College Admissions Policies, Interlochen, Michigan, June 18-23, 1967

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540, (\$3.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Administrative Policy, *Admission (School), *Admission Criteria, *College Admission, College Environment, Disadvantaged Youth, Federal Programs, *Higher Education, Junior Colleges, State Programs

The papers included in this collection are (1) "Problems and Issues Confronting the Admissions Community" by Clyde Vroman; (2) "Frozen Assumptions in Admissions" by B. Alden Thresher; (3) "The Effect of Federal Programs on Admissions Policies" by John F. Morse; (4) "State Plans for Higher Education and Their Influence on Admissions" by Charles W. Sanford; (5) "Clear Institutional Objectives Essential to Admissions Functions" by John D. Millett; (6) "Recognizing the Expanding Role of Junior Colleges in Higher Education" by Edmund J. Gleazer Jr.; (7) "Not the Traditional Student but Almost Everyone Else" by Jack N. Arbolino; (8) "Recruiting the Disadvantaged: An Urgent Need" by Henry S. Dyer; (9) "On the University, Admissions, and International Education" by Albert G. Simms; (10) "Campus Environment as a Factor in Admissions" by Theodore M. Newcomb; (11) "Candidate Overlap Studies and Other Admissions Research" by Dean K. Whitla; and (12) "A Look from the Twenty-first Century" by George H. Hanford. (AF)

ED 040 661

HE 001 550

Witthier, Paula Yuker, Harold E.

Course Evaluations at Hofstra University, 1969.

Hofstra Univ., Hempstead, N.Y. Center for the

Study of Higher Education.

Report No.—R-90

Pub Date Mar 70

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—College Instruction, *Course Evaluation, Effective Teaching, *Higher Education, Questionnaires, Student Attitudes, *Student Opinion, Teacher Attitudes

Identifiers—*Hofstra University

In January, 1969, Hofstra University launched a program of student evaluations of courses. The evaluations had two aims: (1) to provide a general picture of student opinion of courses, and (2) to help produce more effective teaching by providing feedback to the instructors. The Course Evaluation Program was a cooperative enterprise involving students, faculty, and administration. The questionnaires were processed by the Computer Center and analyzed by the Center for the Study of Higher Education. Results were obtained from 73 percent of the courses taught in the fall semester. Results indicated that a significantly larger percentage of students taking graduate courses reacted favorably to most items than did students taking courses at the undergraduate

level. Almost 50 percent of the faculty, and over one quarter of the students found the course evaluations meaningful. The results of the questionnaire are analyzed in detail in this report. (AF)

ED 040 662

HE 001 553

Mitau, G. Theodore

The New Minnesota State College System.

Minnesota State Coll. Board, St. Paul.

Pub Date 7 Nov 69

Note—17p.; Remarks delivered at a meeting of the Association of Minnesota Colleges, Normandale State Junior College, Bloomington, Minnesota, November 7, 1969

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Educational Change, Educational Improvement, *Educational Planning, Educational Quality, *Higher Education, *Interracial Cooperation, *Planning, Relevance (Education), School Community Relationship, *State Colleges, Teacher Education

Identifiers—*Minnesota State College System

Many of the nation's youth believe that the country's colleges and universities are insensitive and even hostile to their demands for an end to racism, militarism violence and poverty, and to their insistence on relevant curricula. If educational paralysis and alienation of this nation's most talented youth is to be avoided, many of our institutions' treasured traditions and beliefs will have to undergo examination and modification. The Minnesota State College System, consisting of 6 state colleges, has experienced a rapid increase in enrollment in the last 10 years, and though the academic quality has improved substantially in the past few years, much is left to be done. Efforts will be made to (1) increase the number of PhDs on the faculty; (2) move to "year-found" operations; (3) employ more supportive personnel; (4) develop a more sophisticated management information system; (5) strengthen the Common Market operation of the System; (6) improve academic and physical planning efforts; (7) improve understanding between campus and capitol, and among faculty, students, and administrators; and (8) extend services to surrounding communities and regions. In addition, the colleges will concentrate on providing quality undergraduate education and on improving the quality of elementary and secondary school education. (AF)

ED 040 663

HE 001 558

Lantz, Robert J.

The Negro and Engineering Education: A Selection of Responses from 100 Deans of Engineering.

Boston Univ., Mass. Coll. of Engineering

Pub Date 30 Apr 70

Note—99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—*Compensatory Education Programs, *Disadvantaged Youth, Educational Needs, *Engineering Education, Engineers, *Higher Education, *Negro Students, Special Programs, Surveys

This report contains the responses and comments of 100 deans of engineering colleges to a questionnaire pertaining to black students and engineering education. The questionnaire was divided in three parts. Part I requested information on the number of (1) freshmen, (2) seniors, and (3) total students in all engineering departments. Part II contained 8 questions to be answered on a five point scale on the significance of engineering education for the black student, the adequacy of the training in black colleges for work in today's bureaucratic corporations, and the responsibility of predominantly white colleges to provide special programs, financial aid and actively recruit black high school students. Part III requested information on the experience of predominantly white schools with special programs for black students, and asked whether schools desired to organize a special program, but failed to because of lack of funds or fear of lowering admission standards. The responses are interpreted and recommendations made. (AF)

ED 040 664

HE 001 559

Nabrit, Samuel M. Scott, Julius S., Jr.

Inventory of Academic Leadership: An Analysis of the Boards of Trustees of Fifty Predominantly Negro Institutions.

Southern Fellowships Fund, Atlanta, Ga.

Pub Date [70]

Note—44p.

Available from—The Southern Fellowships Fund, 795 Peachtree Street, N.E., Suite 484, Atlanta, Georgia 30308

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Administrator Characteristics, Administrator Role, *Governance, *Governing Boards, *Higher Education, Negro Colleges, *Negro Institutions, *Trustees

This report is a distillation of an extensive analysis of the governance patterns of 50 private, senior, predominantly Negro colleges and universities. At the time of the investigation (1967-68) these institutions had 33 percent of the enrollment of all predominantly Negro colleges. The purpose of the study was to delineate the structures of the boards and describe their orientations and the methodologies they employed in facing the problems and challenges peculiar to these institutions. In this context an attempt was made to identify (1) the governance personnel of these institutions and their chief characteristics; (2) their perceptions regarding their tasks and responsibilities as trustees; (3) the priority of their commitments; and (4) the ways in which their role-functions are relevant to present challenges and their performances enhance the future of these institutions. The report has three chapters: CHAPTER I gives a profile of governance structure; Chapter II gives a profile of governance function; and Chapter III gives conclusions and makes recommendations. Included in the appendices are (1) the questionnaire; (2) a statistical summary of the board structure; (3) a statistical summary of role-function; and (4) a profile of the institutions. (AF)

ED 040 665

HE 001 560

Torrence, Lois E.

A Survey and Analysis of Earned Doctorates 1916-1966.

American Univ., Washington, D.C.

Pub Date May 69

Note—115p.

EDRS Price MF-\$0.50 HC-\$5.85

Descriptors—Degrees (Titles), *Doctoral Degrees, *Doctoral Programs, Evaluation, *Graduate Study, *Higher Education, Program Evaluation, Surveys

Identifiers—*American University

The purpose of this study was to (1) clarify the contribution of The American University to graduate education at the doctoral level; (2) summarize the attitudes of doctoral graduates toward their experience at the University; and (3) inform American University graduates about the past achievements and present status of graduate work at the University. Questionnaires were sent to persons who received doctorates between 1916 and 1966. Findings are given on the following items: (1) field of study for earned doctorates; (2) previous academic background of doctoral graduates; (3) time span from bachelor's to doctorate; (4) doctorates to women; (5) number of American University doctorates in relation to certain national and local figures; (6) employment of doctoral candidates while studying; (7) travel and research; (8) publications and research; (9) evaluations by the doctoral graduates of strengths and weaknesses of the program, faculty and student-faculty relationships, fulltime and parttime study, and their experience at The American University; and (10) employment of doctoral graduates. Numerous tables are included as well as a list of doctoral graduates within field of study and year degree was conferred, biographical sketches of the doctoral candidates, and the questionnaire. (AF)

ED 040 666

HE 001 564

University, Government, and the Foreign Graduate Student: A Summary of the Colloquium on the Foreign Graduate Student, Held at Wingspread, Racine, Wisconsin, March 30-31, 1967. College Entrance Examination Board, New York, N.Y.

Spons Agency—Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date 69

Note—60p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (\$1.25)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Adjustment Problems, Federal Government, *Federal Programs, *Foreign Students, *Graduate Students, *Graduate Study, *Higher Education, Institutional Role, International Education, Problems

This booklet contains a summary of the colloquium discussion including the major observations and recommendations, and three of the papers that were presented. The colloquium discussion focused on a number of broad questions in relation to foreign graduate student programs: (1) prospects, assumptions, policies; and responsibilities from the standpoint of the graduate school; (2) the interplay in such programs between the university, on the one hand, and the government and other sponsoring agencies on the other; (3) problems of how relevant data might better be collected, processed and disseminated to improve the selection and screening of foreign graduate students; and (4) ways in which university policies in this area can be defined and communicated. The papers included in this volume are: "The Foreign Graduate Student: Old Assumptions, New Questions" by George P. Springer, "University and Government: The Views of the Foreign Graduate Student" by Daly C. Lavergne, and "An Appraisal of the Behavior of Universities in International Education" by Albert G. Sims. A list of the participants in the colloquium is included. (AF)

ED 040 667

HE 001 565

Armstrong, Jack L.

An Interim Term Digest.

Macalester College, St. Paul, Minn.

Pub Date Oct 69

Note—27p.

Available from—Macalester College, St. Paul, Minnesota 55101

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Curriculum Development, Educational Innovation, *Higher Education, *Independent Study, Innovation, Intervals, *School Calendars, School Schedules, *Trimester Schedules

Identifiers—*Interim Term

The 4-1-4 or the interim term is used by an increasing number of colleges and universities in an effort to enrich or rejuvenate their educational program by providing a special new kind of learning experience for the entire college community. Generally a brief period between semesters or quarters, the interim term can take several forms: (1) it can have a program built around a single theme; (2) it can have different themes for each class; (3) it can have a special program for freshmen and varied programs for others; (4) it can place primary emphasis on independent study; or (5) it can be a combination course - independent study program; This digest lists all the colleges (for which information was available) that have adopted or are considering an interim term, and the colleges following each of the different approaches to the interim term. A brief bibliography of articles and papers on the interim term is included. (AF)

ED 040 668

HE 001 567

Frame, Stanley M.

Institutional Self-Analysis and Long-Range Planning in a Small Liberal Arts College. Part II—Study Procedure.

Bethany Nazarene Coll., Okla.

Pub Date Apr 70

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—*Church Related Colleges, College Administration, Educational Objectives, Educational Planning, *Higher Education, *Institutional Research, *Planning, *Research Methodology

Identifiers—*Bethany Nazarene College

In the Spring of 1969, Bethany Nazarene College started an intensive self evaluation effort, called the Ten-Year Advance Study. Part I of the report, the Study Design, was published in October 1969. This study, Part II, relates the study activities, the methodology, and sources consulted. The effort involved over 120 administrators, faculty, students, and members of the board of trustees. Seven study committees reviewed local practices, as well as trends in the literature and on other campuses. The areas of study were philosophy and objectives of the institution, instruction, students, faculty, physical facilities, business and finance, and administration. A resources committee collected and indexed 254 books, 366 articles, over 200 microfiche, college catalogs and self studies from 70 schools. In addition, study committees utilized data from 14 locally developed questionnaires. Five consultants assisted in one day workshop sessions. The study procedure, comments on the year's experiences,

and an appendix citing useful data sources are included. (Author/AF)

ED 040 669

HE 001 575

Heywood, Stanley J.

Possible Solutions for Financial Crises of the Public Sector of Higher Education.

American Association for Higher Education, Washington, D.C.

Pub Date 3 Mar 70

Note—6p.; Paper presented at the 25th National Conference on Higher Education, Chicago, Illinois, March 3, 1970

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Educational Finance, *Federal Aid, Financial Needs, *Financial Problems, *Financial Support, Grants, *Higher Education, State Aid

The financial problems in higher education are manifested by (1) growing competition for state money by other educational and non-educational institutions; (2) the disparity within states and among states in the quality and availability of higher education; (3) relatively low salaries for administrators and faculty; (4) inadequacy of physical facilities; and (5) the general lack of funds for research, financial aid, public service functions, and counselors. This crisis will probably be met by (1) increased state allocations; (2) increased tuition; (3) deferment of student costs until he is out of school; (4) specialized federal assistance both to the institutions and the students. There is general agreement on the following points: (1) students will have to have more money to go to college; (2) institutions are going to have to have more money; (3) it is in the national interest to maintain financially and educationally viable private colleges and universities; and (4) students should have as free a choice as possible with respect to their choice of college. It will be necessary to establish a system of federally subsidized support for higher education. This could mean a Civilian Bill for Higher Education which entitles all college attendees who qualify a fixed amount of money for each month in college. (AF)

ED 040 670

HE 001 576

Birenbaum, William M.

Who Should Go to College?

American Association for Higher Education, Washington, D.C.

Pub Date 2 Mar 70

Note—8p.; Paper presented at the 25th National Conference on Higher Education, Chicago, Illinois, March 2, 1970

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Community Involvement, Credentials, Disadvantaged Youth, *Educational Opportunities, *Higher Education, *Relevance (Education), School Community Relationship, Social Responsibility

American society is obsessed with "credentials," much of it brought about by institutions of higher education. The proper credentials are those determined by Middle America, and those on the outside, the minorities, must accept these credentials and ways to obtain them before they are allowed "in." "Who should go to college?" is a Middle America question, and because of political pressures Middle America is no longer prepared to tell anyone he should not try to go. The burden of proof has thus shifted from those trying to get in, to those who would keep them out. Being "in" is not the only issue; institutions of higher education are out of touch with the new knowledge and the new society of the young. Though, in the areas of law, medicine, architecture, and science, society is used as a laboratory, the social science and humanities sectors, those subjects which bear most directly upon a person's search for himself in the context of his time, have ignored the world around them. This failure has led to much of the disruption on the streets and campuses. Colleges have become places where young people are being prepared for one version of life, while removing them from life during the preparation. It is essential that institutional forms be changed in order to move rapidly to a higher standard of excellence compatible with a society committed to a higher standard of civilization. (AF)

ED 040 671

HE 001 578

Carter, Lauror F.

Planning Dilemmas in Higher Education.

American Association for Higher Education, Washington, D.C.

Pub Date 2 Mar 70

Note—7p.; Paper presented at the 25th National Conference on Higher Education, Chicago, Illinois, March 2, 1970

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Educational Change, *Educational Planning, Educational Policy, Enrollment Projections, Financial Policy, *Higher Education, *Instructional Technology, *Planning, *Systems Analysis

This paper considers the problem of planning in higher education from several different points of view. First, educational planning as it relates to problems at the national level is discussed. This includes the question of a national educational policy, projections of the demand for higher education, the financing of higher education, politics and higher education, and the influence of change on institutions of higher education. Second, various facets of educational planning at the level of individual institutions is explored. Third, some specific techniques which can be used in connection with planning are suggested. These include: systems analysis, operations research, mathematical models, and econometric analysis. And fourth, there is a brief discussion of instructional technology. (AF)

ED 040 672

HE 001 579

Huff, Robert A.

Program Budgeting: Promise and Problems.

American Association for Higher Education, Washington, D.C.

Pub Date 2 Mar 70

Note—4p.; Paper presented at the 25th National Conference on Higher Education, Chicago, Illinois, March 2, 1970

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Administrative Policy, *Cost Effectiveness, Educational Finance, *Higher Education, Management Systems, Planning, *Program Budgeting, *Program Planning, *Resource Allocations, Systems Analysis

Planning, Programming, and Budgeting Systems (PPBS) are increasingly mentioned as effective means for improving the management of educational resources in institutions of higher education. PPBS has several advantages over conventional accounting systems, which still would be needed for day to day operations. First, it relates cost to output; second, it permits an analysis of the effects of changing existing programs or launching new programs by identifying marginal costs; and third, it allows institutions to develop plans and present requests for funding in a manner which justifies financial requests in terms of outputs rather than inputs. Some of the problems associated with PPBS are that (1) cost-benefit analysis is vital to PPBS and the benefits or quality of individual programs remains a matter of subjective judgment; (2) educational institutions could fall into the trap of technocracy in which economic analysts control decisions by virtue of the cost data they are able or willing to supply; and (3) the cost of the operation may not be justified by the magnitude or kinds of decisions made on the basis of the new information. Though no panacea, PPBS can promote better management of the scarce available resources. (AF)

ED 040 673

HE 001 580

Alden, John W.

Systems Analysis in Higher Education: Some Concerns.

American Association for Higher Education, Washington, D.C.

Pub Date 2 Mar 70

Note—3p.; Paper presented at the 25th National Conference on Higher Education, Chicago, Illinois, March 2, 1970

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Administrator Role, Cost Effectiveness, *Educational Planning, Financial Problems, *Higher Education, Management Systems, *Planning, *Problems, Resource Allocations, *Systems Analysis

This paper focuses on the concerns associated with the use of systems analysis in higher education. One fear is that systems analysis will increase the need for centralized authority and highly structured activity, thus contributing to further alienation and dehumanization. A second objection pertains to the increased requirement for specifying objectives and subsequently measuring the performance and outputs. A corollary concern is that unintended effects of the educational process may go unnoticed by the rigid

systems which is designed to handle only major factors. Another concern is that systems analysts will impose their values on the institution through their design of various management systems. A major problem is the cost involved in the whole area of scientific management applied to higher education. And finally, there is the danger of substituting technique for sound, wise planners. In order to make effective use of systems analysis, it is important that planners remember the interlocking relations of systems, that administrators be involved in developing the systems, and that administrators remember the primary function of institutions of higher education is learning and student development. (AF)

ED 040 674

HE 001 581

Glenny, Lyman A.

Institutional Autonomy for Whom?

American Association for Higher Education, Washington, D.C.

Pub Date 2 Mar 70

Note—5p.; Paper presented at the 25th National Conference on Higher Education, Chicago, Illinois, March 2, 1970

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Coordination, Educational Planning, *Higher Education, Institutional Role, Planning, *Social Responsibility, State Action, *State Agencies, State Programs

The creation of statewide coordinating and planning boards has caused a great deal of concern about state interference with the autonomy of colleges and universities. The question is whether the state (society) has a stake in educational policy which might rightfully exceed the collective desires and interests of the autonomous institutions. The creation of the State coordinating agencies does infringe upon the autonomy of existing institutions, but only insofar as these institutions have imposed upon or ignored the public interest, and in that case, state interference has been desirable. Examples are: (1) the creation of public colleges in States where private colleges have long prevented the establishment of such institutions; (2) the creation of junior or senior colleges in States where the big State universities had preempted the choice locations with small branches that were expensive to attend; or (3) instituting diversity in States where the university system has tried to maintain its PhD granting monopoly. In other instances, State interference has prevented State or teachers colleges from emulating the State university, thus preserving diversity, and in some States, the State board's control over admission policies has insured more equal opportunity and less elitism. State interference has generally been limited to major policies, and has only rarely impaired specific institutional autonomy. (AF)

ED 040 675

HE 001 592

Newcomb, Theodore M.

Open Admissions: Before the Deluge.

American Association for Higher Education, Washington, D.C.

Pub Date 4 Mar 70

Note—6p.; Paper presented at the 25th National Conference of the American Association for Higher Education, Chicago, Illinois, March 4, 1970

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Academic Standards, Administrative Organization, Administrative Policy, *Admission (School), College Admission, *Disadvantaged Youth, *Higher Education, Learning Experience, *Relevance (Education), *Universal Education

Institutions of higher education will have to change themselves radically if they are seriously interested in instituting open admissions policies, and one of the biggest obstacles to creating a learning environment conducive to a new kind of student will be overcoming institutional pride in its own elitism. Students have traditionally entered the university with the understanding that they have to take certain courses, and that their attendance at the institution depends on their academic performance as judged by the faculty. For ghetto students, this is practically a guarantee for failure. Under a really open admissions policy, the student should have the opportunity to have a series of experiences that he considers desirable for himself at that time, without requirements, grades, or accreditation. When the student decides that he wants to prepare for a specific profession or degree, he can readily transfer to a

credit program. The non-credit program could be staffed by the nonacademic personnel from the community. Learning to take responsibility for one's own learning is the central aspect of individual growth and this will be fostered by a policy which allows students to help determine what is relevant to their education. Such a policy will demand institutional reorganization into smaller units, such as cluster colleges. (AF)

ED 040 676

HE 001 593

Kitch, Edmund W.

Legal Education and the Contemporary Social Crisis.

American Association for Higher Education, Washington, D.C.

Pub Date 2 Mar 70

Note—6p.; Paper presented at the 25th National Conference on Higher Education, Chicago, Illinois, March 2, 1970

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Curriculum, Curriculum Development, *Higher Education, *Law Instruction, *Law Schools, Relevance (Education), *Social Responsibility, Teaching Techniques

Society is questioning the role of law and of legal education. The law curriculum is attacked for being oriented toward subject matter likely to produce retainers, and not to the quality of life for the citizen and consumer. Law teachers are accused of assuming a "hard nosed" stance in their teaching, debunking whatever passions students bring to the subject matter. Law schools are urged to adopt new teaching methods, such as audio visual techniques, clinical experience and teaching machines. Others argue for the abolishment of the "boring" third year, and still others advocate abandoning the concept of the legal profession as a learned profession by developing relatively short, specialized training for specific legal tasks. All of these suggestions have many inherent disadvantages and provide no real answers to the problems confronting society. Two more useful changes would be to (1) discard the ideology of the case method. A class needs not only the challenge of problems, but the example, from the teacher, of problems successfully solved. (2) Increase the role and importance of the subjects of jurisprudence and the legal profession in the curriculum. The crisis of confidence challenges the legitimacy of the existing legal order and must be met by legal education on its own terms. (AF)

ED 040 677

HE 001 594

Miller, John Perry

The Relationship Between Undergraduate and Graduate Instruction.

American Association for Higher Education, Washington, D.C.

Pub Date 3 Mar 70

Note—5p.; Paper presented at the 25th National Conference on Higher Education, Chicago, Illinois, March 3, 1970

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Degrees (Titles), Educational Change, *Graduate Study, *Higher Education, Institutional Role, *Professional Education, Relevance (Education), Teacher Education, *Undergraduate Study

Higher education is undergoing rapid change, and institutions of higher education are reexamining their role. Graduate institutions are being attacked for not producing competent teachers, undergraduate institutions are criticized for lack of relevance. The traditional functions of the undergraduate school have been remedial, liberal and in some cases professional education. The functions of the graduate school have been to define the standards for competence in the various disciplines and professions, and to prepare people to practice these disciplines and professions. In the graduate school of arts and sciences there has been increasing emphasis on the Ph.D. degree. The procession from general to professional education is an unduly rigid concept. The whole sequence of higher education and more particularly the relation between the college on the one hand and the graduate and professional school on the other should be reconsidered; graduate and professional training could begin in the junior or senior year. In the graduate school a new degree for persons interested in a teaching career should be created, so that the Ph.D. is for those interested in research, or teaching and research. Specialization between institutions in their degree programs would avoid making one of these degrees the less desirable one. (AF)

ED 040 678

HE 001 595

Weidner, Edward W.
Universities and the Environment: The UWGB Case.

American Association for Higher Education, Washington, D.C.
Pub Date 2 Mar 70

Note—3p.; Paper presented at the 25th National Conference on Higher Education, Chicago, Illinois, March 2, 1970

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—*Ecology, Educational Innovation, Environment, *Environmental Education, *Higher Education, Institutional Environment, Relevance (Education), *School Community Relationship, *Social Responsibility

Identifiers—*Wisconsin University (Green Bay)

Universities and colleges are increasingly being called upon to do something about the environment. Most have responded by adding a new program, a new institute or a course, but none of these additions has basically changed the university and its relationship to the community and the environment. The University of Wisconsin at Green Bay started operations in 1969 and is totally focussed on man and the environment, and on the concept of a communiversity. This means a socially responsible university relating to a socially responsible community. Its educational program differs in many ways from the traditional one. (1) There is true reciprocal relationship between the university and the surrounding community. (2) Teaching, research, and community outreach meld into a single intellectual function. (3) The focus on ecology and communiversity requires extensive and frequent contact between faculty and students outside as well as inside the classroom. (4) The UWGB approach requires considerable student initiative in learning. (5) The university is organized along pan-disciplinary and ecological problem lines; disciplines and professions are secondary. Students select an environmental problem that forms the center of his intellectual interests and then chooses courses in the various disciplines that contribute to his thinking and understanding of that problem. (AF)

ED 040 679

HE 001 604

Harvey, Philip R.
Survey of Graduate Schools Regarding the Use of the Graduate School Foreign Language Tests, 1969-70.

Educational Testing Service, Princeton, N.J.

Report No.—GSFLT-70-2

Pub Date Apr 70

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Degree Requirements, Doctoral Degrees, Graduate Students, *Graduate Study, *Higher Education, *Languages, Masters Degrees, *Tests

Identifiers—*Graduate Schools Foreign Language Tests (GSFLT)

Member institutions of the Council of Graduate Schools were asked to respond to a questionnaire about the foreign language requirements at their institutions. Institutions (197) or 69 percent of those contacted responded. One hundred twenty-four schools used the Graduate Schools Foreign Language Tests (GSFLT) for the purpose of meeting the foreign language requirement for an advanced degree. Of these 124, 108 accepted the GSFLT scores when students had taken the tests prior to matriculation in graduate school, and these 69 answered that there was no limit on the number of years prior to matriculation that the tests may be taken. Of those schools that did not use the GSFLT, 11 indicated they planned to do so in the future, 22 did not, and 44 were undecided. Ninety-six of the institutions had a graduate school-wide foreign language requirement for advanced level degrees, and 96 did not. In the last question, institutions with no across the board requirements were asked to indicate which departments had established separate foreign language requirements, and whether these requirements might be met by taking the GSFLT or a locally prepared examination. (AF)

ED 040 680

HE 001 606

Orwig, M. D. Jones, Paul K.
Can Financial Need Analysis be Simplified?

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-RR-33

Pub Date Mar 70

Note—20p.

Available from—The American College Testing Program, the Research and Development Division, P.O. Box 168, Iowa City, Iowa 52240

Document Not Available from EDRS.

Descriptors—College Students, *Family Income, *Financial Needs, *Financial Support, *Higher Education, Low Income, Prediction, *Student Loan Programs, Student Needs

This paper examines the problem of collecting financial data on aid applicants. A 10% sample (12,383) of student records was taken from the 1968-69 alphabetic history file for the ACT Student Need Analysis Service. Random sub-samples were taken in certain phases of the study. A relatively small number of financial variables were found to predict parents' expected contribution to college expenses effectively. Best predictors were the Federal Income Tax paid by the parents and their non-taxable income; the best asset variables were investments, the net value of a farm, business, or real estate, home equity and savings. The computation of parents' expected contribution using combined variables was compared to the computation of financial need in the current ACT system. The relation between base year and estimated year income was also analyzed. It was found that students from low income families tended to report higher estimated year incomes than base year incomes, while the reverse was true for students from high income families. (Author/AF)

ED 040 681

HE 001 607

Discussion Memorandum Concerning the Choice of a New President. [Memorandum of the University Committee on Governance.]

Harvard Univ., Cambridge, Mass.

Pub Date Apr 70

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Administration, *Administrator Responsibility, *Administrator Role, Governance, *Higher Education, Personnel Selection, *Presidents, *Selection, University Administration

Identifiers—*Harvard University

This memorandum on the presidency of Harvard University poses some basic questions and makes some tentative suggestions. It deals with three basic issues: (1) the functions and structure of the office of the president; (2) qualifications of the new president; and (3) the procedures for selecting a president. Concerning the first issue questions are raised about the obligations of the new president, delegation of responsibility, the desirability of a limited term of office, and of periodic performance reviews. Questions on the qualifications pertain to ways they can be most effectively defined, and the relative desirability of intellectual attainment, human qualities and administrative ability and experience. Primary concern regarding the issue of election procedures is for the consultation process. Suggestions are actively solicited. (AF)

ED 040 682

HE 001 608

Tentative Recommendations Concerning Rights and Responsibilities. [Report of the University Committee on Governance.]

Harvard Univ., Cambridge, Mass.

Pub Date Apr 70

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Administrator Responsibility, *Civil Liberties, *Discipline, *Discipline Policy, *Higher Education, *Responsibility, Student Participation, Teacher Responsibility

Identifiers—*Harvard University

This is a report of the tentative recommendations of the Harvard University Committee on Governance with respect to the rights and responsibilities of students, faculty, and administrators. The primary focus is on discipline policy. The report is divided into 9 topics. Part I is the Introduction. Part II contains a summary of the 7 major tentative recommendations including authorizing students to sit on boards and committees that consider student disciplinary cases, the adoption of an interim university-wide statement on rights and responsibilities, and the creation of a university-wide faculty-student committee on rights and responsibilities. Part III discusses the present situation at Harvard with regard to rights and responsibilities. Part IV proposes changes in rules governing participation of students on disciplinary boards, and the composition, methods of selection, and procedures of discipli-

nary boards. Part V proposes that the faculty, if it so wishes, be permitted to delegate all of its disciplinary functions to one or more administrative or judicial boards or committees. Part VI discusses the university-wide statement on rights and responsibilities; Part VII, the university-wide coordination of student discipline; Part VIII, the discipline of persons holding teaching, research and administrative appointments, and Part IX deals with accountability of university officers. (AF)

ED 040 683

HE 001 610

Prospectus for a New State Institution of Higher Education in Western Iowa.

Pub Date [70]

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*College Planning, Educational Needs, Educational Planning, Estimated Costs, *Higher Education, *Planning, *State Colleges, State Programs

Identifiers—*Iowa

This report contains the highlights of a study undertaken at the behest of the Iowa General Assembly and the State Board of Regents to propose the characteristics and site of a new State institution of higher education in Western Iowa. This report contains: (1) "The Proposal" of a four year institution to be located in the community of Atlantic; (2) "The Background" which discusses the general economic, population and educational factors behind the proposal; (3) "The Profile" which describes in broad terms the institution envisaged; (4) "The Location" which explains how the general location and specific site were selected, and some of the alternatives considered; and (5) "The Costs" which indicates the general methods whereby operating and capital costs were calculated. (AF)

ED 040 684

HE 001 611

Wattenbarger, James L. And Others

Coordination of Higher Education: An Annotated Bibliography.

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date Mar 70

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Annotated Bibliographies, *Bibliographies, *Coordination, Educational Planning, Governance, *Higher Education, Interinstitutional Cooperation, Planning, State Agencies, *State Programs

This study provides an overview of the current literature dealing with coordination and control of institutions of higher education. The 120 items that make up this annotated bibliography deal primarily with statewide planning for higher education, state systems of higher education, governing boards, state coordinating agencies, state coordination and control of higher education, state financing, state university/college relationships, establishment of junior colleges, interinstitutional cooperation, and educational policy. (AF)

ED 040 685

HE 001 642

Dunham, E. Alden

Rx for Higher Education: Doctor of Arts Degree.

Pub Date 27 Apr 70

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*College Teachers, *Degrees (Titles), *Doctoral Programs, Faculty, Graduate Students, *Higher Education, State Colleges, *Teacher Education, Teaching

"Every ill besetting our colleges and universities is related in one way or another to the Ph.D. degree." All the worthwhile innovations with which the colleges are responding to the current crisis in public confidence won't have much effect unless the cause of the problem—faculty training—is tackled. The Ph.D. degree as the sole legitimate degree for college teaching is outmoded, yet the evidence suggests that most of the state colleges are trying to pattern themselves after the great research universities, instead of developing programs more suitable to the teaching needs of the liberal arts and community colleges, where most of their graduate students teach. A new teaching degree, as an alternative to the Ph.D.'s, but because there is a surplus of inadequately trained college teachers. The Doctor of Arts should become the standard

degree for college teaching. Some institutions have already established such programs. No institution should do so unless it is willing to accord the D.A. degree equal status with the Ph.D. For this reason many prestigious universities are reluctant to set up programs. The strongest of the state colleges and regional universities should offer the D.A. degree, which should be under the jurisdiction of the arts and science faculty, take three years, be interdisciplinary in nature, and teach the students something about teaching and higher education. (AF)

ED 040 686 24 HE 001 659

Meyer, John W.

The Effects of College Quality and Size on Student Occupational Choice. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-1-070

Pub Date Jun 70

Grant—OEG-9-8071-070-0061

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Career Choice, *College Environment, Colleges, *College Students, Educational Quality, *Higher Education, *Occupational Choice, Universities

This study focused on two issues: (1) the effects of college characteristics on the social status of student occupational choices; and (2) an analysis of the characteristics of colleges which affect the degree to which students choose occupations which are academic in character. The study is based on data gathered from 946 students in 99 colleges who returned mail questionnaires both in their freshman and senior years. The findings indicated that: (1) college quality indicators or college size and complexity have neither positive nor negative effect on the overall social status of the occupations selected by students, when individual background factors and freshman occupational choices are taken into account; (2) college quality indicators show no systematic effects on shifting student occupational choices toward either academic or non-academic high status professions; and (3) large schools tend to shift student occupational choice toward high-status professional occupational choices and away from high-status academic occupations, while small schools have just the opposite effect. (AF)

ED 040 687 24 HE 001 660

Hamreus, Dale G.

National Research Training Institute for Participants in the Research Development Grants Program. Final Report.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0547

Pub Date Apr 69

Grant—OEG-0-8-080547-3693

Note—73p.

EDRS Price MF-\$0.50 HC-\$3.75

Descriptors—*Educational Research, Educational Researchers, *Higher Education, *Institutes (Training Programs), *Research, *Researchers, Research Methodology, Research Skills

A specialized research training institute was conducted for 58 college professors who were engaged in Consortium Research Development (CORD) projects. An attempt was made to diagnose specific deficiencies in existing educational research and development competencies among the participants and to provide them with concentrated experiences to increase their knowledge and skill in as many areas as time permitted. These areas included: (1) specifying objectives in behavioral criterion form; (2) test construction; (3) task analysis and instructional specifications; (4) instructional systems development; (5) research design; (6) data analysis; and (7) proposal and report writing. This report gives a description of the program, and evaluation and general conclusions. A list of the participants, the schedule for the institute, the post-tests, and the written evaluation form are included in the appendices. (AF)

ED 040 688 HE 001 661

Berkeley Conference on Preservice Preparation of College Biology Teachers, February 27-28, 1970.

Commission on Undergraduate Education in the Biological Sciences, Washington, D.C.

Report No.—M-70-11

Pub Date 25 Mar 70

Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—*Biology Instruction, *College Teachers, Degrees (Titles), Graduate Students, Graduate Study, *Higher Education, *Preservice Education, *Teacher Education, Teacher Improvement, Teaching Assistants

The conference reported here was concerned with the problem of how to develop the kind of excellence in college biology teaching that universities have traditionally demanded in their research. Fifty-three persons from the western states attended the conference. This report contains: (1) the conference schedule; (2) a list of the participants; (3) the papers delivered by Walter D. Knight, "How to Tell the Birds from the Flowers: a critical study of the species Doctorum de rerum natura studiosorum;" and Ann M. Heiss, "Biological Students Appraise their Ph.D. Programs;" (4) comments by representatives of five institutions of distinctive features in their programs with regard to the education of teaching assistants and the improvement of teaching; (5) a statement by Frederick F. Reif describing the SESAME (Search for Excellence in Science and Mathematics Education) program and making a case for new types of degrees; and (6) reports of the working groups which concerned themselves with: (a) "a model program for making the teaching experience a learning experience for the teaching assistant;" (b) "a model program for the orientation of the new teaching assistant;" (c) "meeting the needs for college teachers at two-year and four-year institutions;" and (d) "an evaluation of a suggested way to provide higher status for teaching. (AF)

ED 040 689 HE 001 662

Ann Arbor Conference on Preservice Preparation of College Biology Teachers, January 8-9, 1970.

Commission on Undergraduate Education in the Biological Sciences, Washington, D.C.

Report No.—M-70-3

Pub Date 4 Feb 70

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—*Biology Instruction, *College Teachers, Degrees (Titles), Graduate Students, Graduate Study, *Higher Education, *Preservice Education, *Teacher Education, Teacher Improvement, Teaching Assistants

This report of the first regional CUEBS conference on the subject of the preparation of college biology teachers contains: (1) a schedule of the conference; (2) a list of the participants; and (3) summaries of the major papers and discussion as well as the reports of the working sessions. The papers included: "Problems in the Administration of Teaching" by Erich Steiner, "On Becoming a College Teacher" by Frank M. Koen, and "Technological Aids to Education" by Hazen J. Schumacker, Jr. The working sessions concerned themselves with: (1) "a model program for making the teaching experience a learning experience for the teaching assistant;" (2) "a model program for the orientation of new teaching assistants;" (3) "alternatives to the traditional Ph.D. program;" and (4) "the proper role of research in the proper preparation of college biology teachers." The report concludes with brief statements by the participants of what was being done at their institutions to improve preservice preparation of college biology teachers. (AF)

ED 040 690 HE 001 663

McCarthy, Joseph I.

Preparation of Undergraduate and Community College Teachers.

Washington Univ., Seattle. Graduate School.

Report No.—M-27

Pub Date 1 Jul 69

Note—3p.

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—*College Teachers, *Degree Requirements, *Degrees (Titles), Doctoral Degrees, Faculty, Graduate Study, *Higher Education, Junior Colleges, *Teacher Education, Undergraduate Study

In this memo the graduate faculty of the University of Washington records the approval by the Graduate School of the policy that the Doctor of Arts (D.A.) degree may be offered by the faculty in specifically authorized graduate units at the university and sets forth the general characteristics expected in graduate programs which may be offered leading to this degree. The D.A.

is expected to be offered primarily in the disciplines of the arts, humanities, letters and sciences where programs oriented toward the practice of college teaching are needed, and in rigor it is to equal the Ph.D., the Ed.D. and other advanced degrees. A program leading to the D.A. degree is expected to contain the following elements: (1) broad knowledge in the main field chosen, and comprehensive background of the field and its interconnections with related areas; (2) development of the capacity and habit of reading, understanding, and interpreting results of new research and pedagogical developments, and of the ability to apply this; (3) achievement of adequate knowledge of the philosophy of education and the psychology of learning; (4) an independent investigation of an area in the subject matter field leading to a dissertation; and (5) a college teaching internship. (AF)

ED 040 691 HE 001 664

Koenig, Robert H.

Status of the Doctor of Arts and Sixth-Year Degree and Non-Degree Programs for Preparing Junior College and College Teachers.

Pub Date 25 Mar 70

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Colleges, *College Teachers, *Degrees (Titles), Doctoral Degrees, Faculty, *Higher Education, Junior Colleges, *Teacher Education, Undergraduate Study

The purpose of this study was to determine which colleges and universities were offering, planning to offer, or considering the possibility of offering the Doctor of Arts degree and/or sixth-year degree programs especially designed to prepare junior college and college teachers. Questionnaires were sent in February 1970 to the graduate deans of the 290 member institutions of the Council of Graduate Schools and to 16 graduate deans of non-member institutions offering programs beyond the Master's degree. Two hundred sixty-seven responded. Though some factors seem to have a negative effect on the development of these programs, the results of the questionnaires indicate that the Doctor of Arts Degree has received wide acceptance in the last few years. Three institutions now offer the Doctor of Arts degree, 4 are planning to institute it in 1970, 10 in 1971, 6 in 1972, another 7 plan to offer it with no date given, and 46 are studying the possibility of offering it. Twenty-seven institutions offer a sixth-year degree program, 10 offer a sixth-year non-degree program, and 17 institutions are planning to offer a sixth-year degree or non-degree program. (AF)

ED 040 692 24 HE 001 665

Palola, Ernest G. And Others

Higher Education by Design: The Sociology of Planning; Statewide Planning in Higher Education.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0248

Pub Date 70

Contract—OEC-6-10-106

Note—638p.

EDRS Price MF-\$2.50 HC-\$32.00

Descriptors—Coordination, *Educational Planning, *Educational Sociology, *Higher Education, *Planning, Program Planning, State Colleges, *State Programs, State Universities

The two basic purposes of this study were: (1) to determine the type of statewide planning done in states with relatively long experience in this activity, and (2) to analyze the significance of statewide planning on the operation and development of different colleges and universities within the state. Chapter I presents the conceptual framework for the study. Chapter II discusses some notable historical events in the development of higher education in the U.S. Chapters III through VI present detailed information on planning and its importance for and impact on institutions of higher education in California, Florida, Illinois, and New York. Chapter VII discusses statewide planning and private higher education. In Chapter VIII a comparative analysis is made of the different types of statewide planning and major findings are reported. Chapter IX discusses problems in responsibility and authority. The methodology of the study is presented in the appendix. An extensive bibliography is included. (AF)

ED 040 693 24 HE 001 693
Oklahoma Consortium on Research Development.
Final Report.

Oklahoma State Regents for Higher Education,
Oklahoma City.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-7-G-041
Pub Date Jun 70

Grant—OEG-1-7-070010-4592

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Consortia, *Cooperative Planning,
Coordination, *Higher Education, Instructional
Improvement, *Interinstitutional Cooperation,
Planning, *Research, Research Problems
Identifiers—*Oklahoma

The Consortium was established in the summer
of 1967 to provide the machinery necessary to
encourage Oklahoma institutions of higher education
to band together voluntarily for the purpose
of developing their intrastate and interin-
stitutional research capabilities, and to enable
them to improve the quality of instruction in the
state. This report discusses: (1) the method by
which the objectives, evaluation instruments, and
other procedures were developed; (2) the activities
undertaken to carry out the five major objectives
which were: pilot research grants to en-
courage personnel from member institutions to
develop proposals and undertake research pro-
jects; development seminars to encourage
cooperative planning; workshops, organizational
seminars, and task forces to help with and en-
courage research efforts; research laboratory ex-
periences to help people gain experience in a
university research laboratory; and an informa-
tion and consultation service; (3) the analysis of
the project data; and (4) the conclusions, impli-
cations, and recommendation. (AF)

ED 040 694 24 HE 001 694

Lunsford, Terry F.

The Official Perspective in Academic; University
Administrators' Views on Authority.

California Univ., Berkeley. Center for Research
and Development in Higher Education.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0248

Pub Date Jun 70

Grant—OEG-6-10-106

Note—369p.

EDRS Price MF-\$1.50 HC-\$18.55

Descriptors—Administrative Problems, *Adminis-
trator Attitudes, *Administrator Background,
*Administrator Characteristics, College Deans,
*Higher Education, Leadership Responsibility,
Presidents, *University Administration

This study analyzes sources of instability in the
formal authority of administrators in large U.S.
universities, the perspectives by which campus
executives attempt to cope with these problems,
and the effects on present and future executives' legitimacy.
The findings of a survey of attitudes
held by 526 executives in 69 large and prestigious
universities indicated that "institutionally conserva-
tive" responses were found to be associated
with business-finance job specialties, lack of an
earned doctorate, lack of graduate study in arts
and sciences, minimal experience in teaching and
research, length of time as an academic adminis-
trator, lack of current teaching duties, participation
in interuniversity administrative meetings,
Republican political preference, religiosity, con-
ventional Christian religious preference, and age.
Attitudes, backgrounds, and current involvements
were reported for four major executive jobs: pre-
sidents, business-finance executives, academic
vice-presidents or deans, and student affairs ex-
ecutives. In addition, the dynamics of recent
breakdowns in campus executives' legitimacy
were analyzed, and suggestions made about the
probable future of university administration.
(Author/AF)

ED 040 695 24 HE 001 695

Etzioni, Amitai. Milner, Murray

Higher Education in an Active Society: A Policy
Study. Final Report.

Bureau of Social Science Research, Inc.,
Washington, D.C.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Report No.—BSSR-416

Bureau No.—BR-8-0700

Pub Date Mar 70

Contract—OEC-0-9-1807000-0765(010)

Note—344p.

EDRS Price MF-\$1.50 HC-\$17.30

Descriptors—Admission Criteria, *Disadvantaged
Youth, Educationally Disadvantaged, *Educa-
tional Opportunities, Educational Policy,
*Federal Aid, Financial Support, *Higher Edu-
cation, *Research, Teaching

This report is divided in four parts. Part I deals
with the effects of federal aid to higher education
on class inequality, racial inequality, inequality of
opportunity, social mobility and the distribution
of degrees. Part II proposes a strategy of cross-
commitment to three developments: (1) a year of
national service; (2) greater protection of
teaching from research; and (3) new measures to
advance equality of opportunity in higher educa-
tion. Part III explores the relationship among: (1)
selectivity; (2) standards; (3) balance between
technical and liberal arts education; and (4) the
organizational structure of colleges and universi-
ties. Specifically, the focus is on the conditions
under which admission criteria can be changed to
advance equality of opportunity with little loss in
quality of education. Part IV discusses and
proposes measures for increasing the separation
of teaching from research. (AF)

ED 040 696

JC 700 084

Hunter, Walter E.

A Systems Approach to the Instructional Process.

Saint Louis Junior Coll. District, Meramec Com-
munity Coll., Kirkwood, Mo.

Spons Agency—Esso Education Foundation;
Saint Louis Junior Coll. District, Mo.

Pub Date Feb 70

Note—93p.

EDRS Price MF-\$0.50 HC-\$4.75

Descriptors—Chemistry, *Course Objectives,
*Curriculum Development, English, *Instruc-
tional Design, *Junior Colleges, Psychology,
*Systems Approach
Identifiers—*Missouri

The project of developing, demonstrating, and
evaluating a systems approach for general college
chemistry, general psychology, and developmen-
tal English was undertaken by Meramec Com-
munity College (Missouri). This report includes a
chapter on the project philosophy, which
hypothesizes that the maximization of instruc-
tional methods increases the potential of all stu-
dents in meeting all of the objectives of a course.
Chapters on each of the three instructional courses
are given, as well as outlines for each course
rationale, the course development process, and a
course description. Appendixes include materials
from workbooks on electrochemistry, the elemen-
tary psychology program, worksheets for the
developmental English system, and an evaluation
of the chemistry system. (RC)

ED 040 697

JC 700 162

Wenzel, Gustave G.

ZIP Code Tabulations as a Tool for Long-Range
Planning in Commuter Colleges.

Pub Date [70]

Note—4p.; Paper presented at the Florida State-
wide Invitational Conference on Institutional
Research, St. Petersburg, Florida, June 25,
1970

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*College Planning, College Pro-
grams, Curriculum Planning, *Junior Colleges,
*Population Trends, Prediction, Program
Development, *Program Planning, Student Col-
lege Relationship, *Student Enrollment, Student
Mobility
Identifiers—*Florida

Educational institutions in major urban areas
often require student residency data more precise
than that provided by census, general survey, or
enrollment statistics. By using zip code informa-
tion furnished with student addresses, these data
can be made easily accessible through computer
retrieval. Miami-Dade Junior College (Florida)
has found the following uses for such informa-
tion: the development of population-student
ratios for application to population trends; the
identification of existing and future areas of stu-
dent concentration in order to properly locate
new institutional sites; anticipating student course
and program participation to plan new programs
or alter existing ones; and the projection of effect
of new campus construction on enrollment at ex-
isting campuses. (JO)

ED 040 698

JC 700 163

Snyder, Fred A. Blocker, Clyde E.

1966 Transfer Student Performance. Research Re-
port No. 4.

Harrisburg Area Community Coll., Pa.

Pub Date 70

Note—39p.

Available from—Office of Research and Commu-
nity Resources, Harrisburg Area Community
College, 3300 Cameron Street Road, Har-
rissburg, Pennsylvania 17110 (\$1.50)

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Academic Performance, Followup
Studies, *Junior Colleges, *Program Evalua-
tion, Student Adjustment, *Student Charac-
teristics, Transfer Programs, *Transfer Students
Identifiers—*Pennsylvania

The performance of students who transferred
from Harrisburg Area Community College
(H.A.C.C.), Pennsylvania to 56 4-year colleges
and universities in 1966 is evaluated in this study.
Building on data provided during a previous study
on success of transfer students after an initial
semester of work, this study follows their per-
formance during the next three and one-half
years. Initially, the students are characterized in
terms of sex, age, prior academic background and
achievement, H.A.C.C. academic performance,
and curricula pursued. Then, the colleges to
which students transferred are described, and the
curriculum they took compared to that taken at
H.A.C.C. Next, student achievement and per-
sistence at the transfer institution is reviewed.
Some of the results and conclusions are: 71 per-
cent of the students in the study earned baccalaure-
ate degrees by the end of the fall 1969
semester; many students' initial quarter per-
formance was affected by the transfer, but subse-
quently improved; and students at Pennsylvania
state colleges, older students, students who
ranked high in their high school classes, and
women students earned proportionately more
degrees than counterpart groups. (JO)

ED 040 699

JC 700 164

Blai, Boris, Jr.

"Success" of "Calculated Risk" Students at Har-
cum Junior College.

Harcum Junior Coll., Bryn Mawr, Pa.

Report No.—IRR-70-36

Pub Date 70

Note—5p.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Academic Achievement, *Academic
Performance, Academic Probation, *College
Admission, *Junior Colleges, *Low Achievers,
*Persistence
Identifiers—*Pennsylvania

Studies of "calculated-risk" students at Harcum
Junior College conflict with reports conducted else-
where. The first report concluded that a small
percentage of calculated-risk students persist
through their freshman year. A more recent study
(Harcum Junior College) found that 87 per cent
of the students observed were making satisfactory
progress toward graduation. Still a third (the
most recent) study found that a substantial
number of academic-risk students persist through
graduation at Harcum Junior College. On the
findings of the two Harcum studies, it was con-
cluded that selected admission of calculated-risk
students should continue in future admissions to
Harcum. (Author/RC)

ED 040 700

JC 700 168

Smith, Lawrence G., Comp.

Study Materials Relating to Grades and Grading
Systems.

Pub Date 69

Note—92p.

EDRS Price MF-\$0.50 HC-\$4.70

Descriptors—Bibliographic Citations, Educational
Economics, *Educational Innovation, Educa-
tional Policy, *Grading, *Junior Colleges,
*Pass Fail Grading, *Student Evaluation
Identifiers—*California

The validity of traditional grading practices is
currently under study at Grossmont College. This
report was undertaken as a working base for a
committee to study the grading policy. Argu-
ments both for and against traditional grading
methods are presented in outline form. The argu-
ments are taken from pertinent journal articles or
books that are included in an annotated bibliog-
raphy following the arguments. The second sec-
tion of the report is a survey, in tabular form, of
current grading and crediting practices in Califor-
nia junior colleges. In another section the results
of studies concerning the rates of returns of educa-
tional expenditures are explained. Statements
on credit-no-credit grading policy by 10 other
California junior colleges are also included. In

summary, 68 per cent of the junior colleges surveyed for this study are experimenting with some form of non-punitive grading practices. (RC)

ED 040 701 JC 700 169

Project Follow-Through: Progress Report III.
Orange Coast Junior Coll. District, Costa Mesa, Calif.

Pub Date Jun 70

Note—57p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Data Collection, *Followup Studies, *Junior Colleges, *Longitudinal Studies, Questionnaires, *Student Characteristics

Identifiers—California

This is the third progress report on Orange Coast Junior College District's standardized data storage and retrieval system, a system that gives the District the ability to evaluate their programs and analyze student attrition. Progress Report I (ED 027 007) contains a description of the sample population, while Progress Report II (ED 035 410) contains a description of the information system and its operational characteristics. A recent evaluation of the system includes these findings: (1) students who filled out two questionnaires asking identical questions but with different formats, tended to respond differently in each case; and, (2) students who failed to return follow-up mail questionnaires, when contacted by phone, tended as a group to respond differently from those who answered by mail. Among the conclusions reached are: (1) the use of questionnaires or forms filled out by large numbers of students are not effective, and might be replaced by item-sampling techniques used in conjunction with in-depth interviews; and (2) potential user disagreement on uniform data formats, questionnaire items, and procedures restricts the effectiveness of proposed regional data centers. The appendix to this report includes illustrations of the information system, questionnaires and data reports. [Because of marginal reproducibility of original, this document is not available in hard copy.] (JO)

ED 040 702 JC 700 170

Bakos, Estelle

Local Clerical and Custodial Wage Administration Practices.

Moraine Valley Community Coll., Oak Lawn, Ill.

Office of Research and Curriculum Planning.

Pub Date Sep 69

Note—32p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Clerical Workers, Comparative Analysis, *Junior Colleges, *Personnel Policy, *Salaries, Salary Differentials, *Surveys, *Wages

Identifiers—Illinois

Moraine Valley Community College (MVCC), Illinois, collected salary-related data for clerical and custodial personnel, in order to establish a compatible wage structure, provide business management course information, and improve secretarial career counseling. Limiting data sampling to the geographical boundaries of the Moraine Valley District insured that salaries were patterned on local standards. This sampling included district high and elementary schools, junior colleges near MVCC, and a cross-section of businesses in the district. Specific data analyzed encompassed salary ranges, the timing and basis of salary progression, frequency of salary-scale revision, bases of salary structures, uniform and laundry services provided, premiums paid for shift work, and length of probationary period. General comparison of results indicated that, compared with district industries, district schools paid somewhat lower median and maximum wages for most of the 13 office and nine custodial personnel positions. [Because of marginal reproducibility of original, this document is not available in hard copy.] (JO)

ED 040 703 JC 700 171

Krupka, John G.

Is Anyone Learning to Write at NCACC?

Northampton County Area Community Coll., Bethlehem, Pa.

Pub Date Jul 70

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Achievement Tests, Evaluation Techniques, Institutional Research, *Junior

Colleges, *Program Evaluation, Statistical Studies, *Student Evaluation, Student Testing, Writing Exercises, *Writing Skills

Identifiers—Pennsylvania

Northampton County Area Community College (Pennsylvania) studied changes in student writing ability using a research paradigm described in the ERIC Clearinghouse for Junior Colleges' fifth topical paper (ED 030 422). Students in seven English classes were randomly assigned to write on one of two topics at the beginning of the semester, and asked to write on the other topic at the end of the semester. Evaluation proceeded by mixing pre- and post-writing samples, and then distributing them for grading, in accordance with a 22-item rating sheet. Samples were identified by a student code number that did not indicate whether they were pre- or post-writing samples. The "t" ratio for related sample means was used to investigate any significant differences between mean scores, and writing strengths and weaknesses for pre- and post-writing samples were compared. Also, 49 of the 87 students studied did not provide a post-writing sample because of withdrawal or other absence. Their writing strengths and weaknesses were compared with those who took both the pre- and post-tests. Finally, the students who did improve their scores were compared with those who did not. While the research procedures and scoring system indicate that the students as a group did not learn to write better, such factors as student absences, motivation, and measuring instrument validity will be further investigated through a replication of the study. (JO)

ED 040 704 08 JC 700 172

Felty, John

A Feasibility and Planning Study for an Experimental, Two-year Community College for Rural and Urban Youth. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2357

Pub Date May 69

Grant—OEG-1-6-062357-1548

Note—512p.

EDRS Price MF-\$2.00 HC-\$25.70

Descriptors—Community Attitudes, Community Characteristics, Community Cooperation, Community Leaders, *Educational Opportunities, Experimental Programs, *Junior Colleges, Negro Students, Puerto Ricans, Racial Integration, Rural Education, *School Community Relationship, *Student Attitudes, Student Interests, *Surveys

Identifiers—New York

Expanding higher educational opportunity for both rural and urban youth (especially those from lower income families) through the use of a rural-based, residential 2-year college was investigated. Identifying important factors such as means of financing, student needs, community interests, and commitment of local people to educational programs involving outsiders (some of whom are of different race or background), the study was begun in Clinton County, New York. Potential students, local community residents, and community leaders were the subjects of the survey and the major sources of data gathered by survey research techniques. Results indicated that the development of an experimental college program in Clinton County or in other upstate rural areas is a workable idea with potential benefits both to the area in which it would be established, and to rural and urban students. However, the high per-student cost would require financial support from somewhere outside the rural area. Benefits to New York City students coming into this area have not been explored; however, a high degree of interest among Negro and Puerto Rican students was clearly demonstrated. The experimental concept received strong endorsement from them all. No large degree of prejudice in this rural, predominantly white area could be discovered by any of the instruments used in the study. (Author/JO)

ED 040 705 JC 700 173

Blai, Boris, Jr.

Job Satisfaction and Work Values for Women.

Harcum Junior Coll., Bryn Mawr, Pa.

Report No—IRR-70-40

Pub Date Jul 70

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Career Planning, Educational Planning, Guidance Counseling, *Job Satisfaction, *Junior Colleges, Self Actualization, Surveys, *Values, *Work Attitudes, *Working Women

This survey investigates relationships between the work values of 1,871 women with certain demographic variables in order to provide planning and counseling information for educational and other institutions. The work values—defined by Eyde (1962)—are expressed needs for: dominance-recognition, economic success, independence, interesting activity, mastery-achievement, and social status. Demographic variables linked with work values are marital status, age, educational attainment, current employment status, career pattern, socio-economic status, and field of work. Tabulations comparing work values with the demographic variables indicate that the central reason women work is for mastery-achievement, and that this reason is closely followed by social need fulfillment. Another important work value, one closely associated with social opportunities, is the interest generated by the activity. The value of independence appears relatively moderate compared with the others. On the other hand, the two least important work values indicated were the achievement of dominance or recognition, and economic success. (JO)

ED 040 706 JC 700 174

Bandley, Marion K.

A Report on the Status of Sabbatical Leaves for Administrators in California Junior Colleges.

San Joaquin Delta Coll., Stockton, Calif.

Pub Date Mar 70

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Administrative Personnel, Administrative Policy, Employer Employee Relationship, *Junior Colleges, Leave of Absence, *Personnel Policy, Questionnaires, *Sabbatical Leaves

Identifiers—California

This recent study investigates sabbatical leave policy for administrators in 80 California Junior Colleges. Except for a few newly-formed colleges or those having boards generally unfavorable to the idea, most of the colleges responding to the survey indicated some type of policy for granting such leaves. Justification for these leaves ranges from personal study, travel, or research, to the use of this time for mental and physical rehabilitation. The duration of leave varied from two months to a year, though most seem to favor two or three months. Compensation is based on a variety of criteria, including comparable teacher's salary, and administrative pay less a certain percentage. For a year's absence, a majority of colleges provide 50 per cent pay (although a few go as high as 75 per cent for a year), and full pay for a semester. Administrative hardships created by the individual's absence appear to be the major obstruction to granting sabbaticals. Presently, only six of the responding colleges that indicate a policy of providing leave for a quarter to a year's duration state that they have granted administrators leave under these policies. The trend, however, based on comments made, indicates an increase in the number of administrators to be granted sabbaticals in the next few years. (JO)

ED 040 707 JC 700 175

Johnson, B. Lamar, Ed.

The Improvement of Junior College Instruction.

California Univ., Los Angeles. Junior Coll.

Leadership Program.

Report No—UCLA-JCLP-OR-15

Pub Date Mar 70

Note—88p.; Report of a conference sponsored by the UCLA Junior College Leadership Program, the American Association of Junior Colleges, and the University of California Office of Relations with Schools, July 14-16, 1969

Available from—UCLA Student's Store, 308 Westwood Plaza, Los Angeles, California 90024 (\$2.00)

EDRS Price MF-\$0.50 HC-\$4.50

Descriptors—Administrative Agencies, *Behavioral Objectives, Computer Assisted Instruction, Individualized Instruction, Inservice Teacher Education, Instructional Films, *Instructional Improvement, *Instructional Innovation, Interpersonal Relationship, *Junior Colleges, Low Achievers, Programed Instruction, Teacher Evaluation, *Teaching Techniques

This report includes edited versions of major papers presented at the National Conference on the Improvement of Junior College Instruction held at the University of California, Los Angeles, July 14-16, 1969. In section one, instructional improvement as a major junior college objective and the importance of in-service training are discussed. Section two examines potential sources of improvement assistance including recent elementary and secondary school developments, and the exchange of ideas and effective techniques through staff interpersonal relationships. Also discussed are the assistance that the U.S. Office of Education can provide, and the collection and dissemination of proven instructional objectives through centralized objective exchanges. Section three focuses on several improvement plans currently in use like the instructional-evaluation plan at Golden West College (California) and on the systems approach to teaching and learning used in English, chemistry, and psychology classes at Meramec Community College (Missouri). The use of programmed instruction in the teaching of shorthand and typewriting, entertainment films in a humanities-drama course at Miami-Dade Junior College (Florida), and individualized instruction in teaching high-ability, low-achieving students in English are also considered. Section four includes the report with a look at the realities and potentialities of computer-assisted instruction and at specific plans that encourage innovation. (JO)

ED 040 708

JC 700 176

Giles, Louise

A Research Project to Determine the Student Acceptability and Learning Effectiveness of Microform Collections in Community Colleges: Phase I, Final Report.

American Association of Junior Colleges, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No.—BR-9-0260

Pub Date Jun 70

Contract—OEC-0-9-180260-3703-(095) Note—248p.

EDRS Price MF-\$1.00 HC-\$12.50

Descriptors—*Educational Research, Educational Resources, *Educational Technology, Information Retrieval, Information Storage, *Instructional Materials, *Junior Colleges, Microfilm, Microform, *Microforms

Microform collections offer one of the more promising methods of increasing student learning while, at the same time, responding economically to the pressure of increasing enrollments. This study reports on the first phase of a 3-phase project to determine student acceptance of microform, and on the effectiveness of microform for learning. Included in this report are a description of the problem to be investigated, the methods and activities involved in establishing the project office and selecting staff, and the progress of the project to date. At this time, microform materials will be used in conjunction with the following courses: art appreciation, Black studies, college algebra, economics, freshman composition, life science, nursing, political science, basic psychology, and beginning college Spanish. Bibliographies for these courses have been prepared (included as appendices to the report) and will be microformed to provide most of the necessary course material. In concluding the Phase I report, the principal investigator observes that completion of the full study could have a meaningful effect on patterns of information storage and retrieval, and on the field of educational resources in general. (Phase II will involve the conduct of a pilot study using developed materials, and Phase III will involve the conduct of a full field study and evaluation of the results.) (JO)

ED 040 709

JC 700 177

Increasing the Effectiveness of Community College Educational Programs Through the Use of Coordinated Instruction Systems.

California Junior Coll. Association, Sacramento. Pub Date [70]

Note—32p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Educational Finance, *Educational Legislation, *Instructional Improvement, *Instructional Technology, *Junior Colleges, Media Technology, Teacher Role
Identifiers—*California

One of the more promising approaches to instructional improvement in the face of increasing enrollments is the Coordinated Instruction System (CIS), which includes the use of television, slide-tape combinations, and programed instruction materials. This position paper sees the CIS technology as a way to extend and reinforce basic teacher-student relationships, and outlines the advantages to be gained through its use. It proposes a change in the current California State Education Code to permit needed development of these systems in the California junior colleges. Basically, the modification calls for a change in the Average Daily Attendance (ADA) apportionment for students enrolled in the CIS classes, an apportionment currently based on the total number of student contact hours (hours during which students are under immediate supervision of a certificated teacher). The change would involve defining "immediate supervision" for CIS programs under the Code as student participation under the coordination and evaluation of certificated college instructors, and determining CIS contact hours directly from enrollment and credit earned. As proposed, these changes are intended not to increase state financial support, but to remove an impediment to more effective and efficient instructional systems. [Because of marginal reproducibility of original, this document is not available in hard copy.] (JO)

ED 040 710

JC 700 178

Cooperative Education in the San Mateo Junior College District: A Two Year Demonstration Project in Community College Cooperation.

San Mateo Junior Coll. District, Calif.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date [69]

Note—44p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Demonstration Projects, Employer Attitudes, Evening Programs, Extended School Day, *Junior Colleges, Part Time Students, Student Attitudes, *Student Employment, Student Experience, *Work Experience Programs, *Work Study Programs
Identifiers—*California

This report describes the 2-year cooperative education demonstration project conducted in three colleges of the San Mateo Junior College District (California). The project, involving all academic disciplines, offers co-op students three plans: (1) alternate class attendance and a full-time job in conjunction with another student on a semester basis (alternate semester plan); (2) a part-time job in conjunction with appropriate college class loads (parallel plan); or (3) a full-time job in conjunction with reduced evening college class loads (extended-day/evening college plan). The advantages found by students in the program include a new feeling of community involvement, a greater sense of relevance of the college experience to career goals, and a high degree of financial security permitting regular college attendance. The two benefits most often cited by employers participating in the program are the opportunity to recruit young, college-trained employees, and the ability to get full-time coverage of work assignments. It should be noted that, while this field-experience credit does not substitute for the general education requirements of the college programs, participation does provide depth and enrichment experiences for the major field of study. [Because of marginal reproducibility of original, this document is not available in hard copy.] (JO)

ED 040 711

JC 700 179

Cohen, Arthur M. Quimby, Edgar A.

Trends in the Study of Junior Colleges: 1970—Rationale and Recommendations for Fifteen Essential Research Projects.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Sep 70

Note—16p.

Journal Cit—Junior College Research Review; v5 n1 Sep 1970

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Educational Research, *Evaluation Needs, *Junior Colleges, *Research Coordinating Units, *Research Projects

This review describes needed research in the junior college field. Section one focuses on the following projects to be undertaken by the ERIC Clearinghouse for Junior Colleges: (1) increasing research coordination assistance, (2) developing an annual review of trends and research in the junior college and related fields, and (3) initiating a study to synthesize ideas about the nature and purpose of the junior college. Section two recommends the following projects be undertaken by other agencies, in which the Clearinghouse stands ready to assist: (1) organizing a field user information service to translate basic research into plans of action for use by field practitioners; (2) developing models to assess teaching effectiveness, content validity of existing curriculums, schooling based on student learning, and school program outcome evaluation; (3) undertaking large-scale assessment studies of the effects of junior college schooling on students, of the characteristics and verbal skill requirements of students recruited to occupation-centered curriculums, of the impact of junior colleges on their parent communities, and of the organizational climates of junior colleges; and (4) developing instruments for conducting longitudinal studies of the attitudes and perceptions of professional staff members and lay trustees regarding the nature and purpose of the junior college, and measures for polling community opinion on the educational functioning of the junior college. (JO)

ED 040 712

JC 700 180

Greenberg, Barry

Inner College: A Report of the Spring, 1970 Experiment.

Pub Date Jul 70

Note—15p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Affective Objectives, *Behavioral Objectives, Course Organization, *Educational Research, *Junior Colleges, *Teaching Methods, *Teaching Models, Teaching Techniques
Identifiers—*Florida

A learning model emphasizing objective-based instruction and learning style flexibility was tested in conjunction with a combined English 101-Social Science 101 course at Miami-Dade Junior College, Florida. During the spring 1970 semester, an experimental group of 34 students was provided weekly with objectives and the following five learning style options: lecture, small-group discussion, directed study, programed instruction, or community involvement. Objectives were presented behaviorally in the form of a study guide, specifically indicating the work required to obtain a particular letter grade (A, B, or C). The student could thus select both learning style and objectives to be pursued. Affective evidence gained from weekly attitudinal questionnaires, optional attendance figures, and student-teacher communication indicated positive acceptance of the approach. Comparison of the experimental and control group performance at the end of the semester showed the following results: (1) experimental group students earned a C or better 20 per cent more frequently than the control group in the English classes; (2) experimental group students earned a C or better 10 per cent more frequently than the control group in the Social Science classes; and (3) on selected portions of the Educational Testing Service Cooperative English Test (Forms IA and IB), administered on a pre- and post-test basis, the experimental group did not gain as much as the control group. [Because of marginal reproducibility of original, this document is not available in hard copy.] (JO)

ED 040 713

JC 700 181

Ware, Claude Gold, Ben K.

Los Angeles City College Peer Counseling Program.

Los Angeles City Coll., Calif.

Pub Date Jul 70

Note—77p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Academic Achievement, *Counseling Programs, *Disadvantaged Youth, *Dropout Prevention, Guidance Counseling, *Institutional Research, *Junior Colleges, Mexican Americans, Negro Students, Peer Relationship, Persistence, Student Motivation, Student Role
Identifiers—*California

A student-counselor-assistant program was initiated at Los Angeles City College (California) in the fall of 1968. Its objectives included determining if these peer counselors could influence the academic success and motivation of socio-economically disadvantaged students to complete the 2-year program, and if they might ultimately help recruit youths into the program. Short-term program evaluation was carried out by comparing scholarship and persistence statistics for three groups: (A) the socio-economically disadvantaged students who received counseling by the student advisors; (B) a comparison group of socio-economically disadvantaged students who failed to respond to the invitation to be counseled; and (C) a comparison group of fall 1967 entrants. Results after the first semester of the program showed: (1) group A students persisted at a statistically significant higher rate (99 per cent) than did group B (81 per cent) and group C (88 per cent); (2) group A students performed at a higher academic level than group C students, and at an almost identical level with group B students (who had demonstrated a higher aptitude for college work on the entrance examination); and (3) 90 per cent of the group A students rated the program as good or excellent, as did 100 per cent of the student counselors. Results after the second semester revealed that subsequent persistence and academic performance effects are not as apparent after the first semester. [Because of marginal reproducibility of original, this document is not available in hard copy.] (JO)

ED 040 714 JC 700 182

Tucker, John M. Wilkerson, George J.
Measuring Faculty Effectiveness in the Community College: A Proposal.

Pub Date [70]

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Behavioral Objectives, *Effective Teaching, *Evaluation, *Evaluation Criteria, Instruction, *Junior Colleges, Personnel Evaluation, Teachers

Recent attempts by the Federal Government, industry, and community groups to concern themselves with school accountability suggest that unless the educational community begins to develop effective and meaningful evaluative criteria, external agencies may do it for them. This paper describes the current status of the evaluation of teaching effectiveness, and suggests guidelines for developing a more comprehensive evaluative program. To begin with, a criterion-referenced approach to evaluation is suggested, with greater emphasis placed on the product rather than on the process of teaching. On this basis, changes in learner behavior are seen as the ultimate or most important measurement criterion. After discussing recent efforts to establish effective evaluation schemes and the obstacles which these schemes must overcome, an approach to the problem is outlined. This approach calls for a commitment by faculty and administrators to develop behavioral measures of the individual instructor's and school's effectiveness; the development of applicable pre- and post-test measures of effectiveness; program implementation; behavioral definition of skills necessary for success in various occupations and professions; and finally, the combination of course, curricular, and institutional objectives into a general set of goals for which both instructor and administrator can be held accountable. A brief description of efforts at John Tyler Community College (Virginia) toward these goals concludes the discussion. (JO)

ED 040 715 24 JC 700 184

Kievit, Mary Bach

A Comparison of Environmental Press and Selected Characteristics of Students at a Community College and Technical Institute. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-B-007

Pub Date May 70

Grant—OEG-0-8-008007-2817(010)

Note—258p.

EDRS Price MF-\$1.00 HC-\$13.00

Descriptors—*Environmental Influences, *Junior Colleges, Student Attitudes, Student Characteristics, *Student School Relationship, *Surveys, *Technical Institutes

This survey compared the learning of occupational skills in a junior college and nearby techni-

cal institute to determine if differences in environmental press for different types of students might cause one setting to be more effective than the other. Freshmen entering business administration, electrical technology, nursing, and secretarial science curricula at the two schools were surveyed during their orientation week and 18 months later. Findings indicate that entering freshmen had: (1) similar demographic characteristics; (2) much the same expectations for environmental press; (3) highly similar personality profiles; and (4) similar levels of dogmatism. Demographic characteristics of freshmen who subsequently dropped out did not differ significantly from those who continued; however, institutional environmental press did differ, with support of intellectual pursuits and adult treatment of students being greater in the junior college. Based on the above, there was no clear indication that either type of institution was more effective for a specific type of student. In addition, while students had a choice between two different intellectual but similar non-intellectual climates, selective sorting based on personality-need profiles did not occur in terms of attraction to one institution or the other. (JO)

ED 040 716 LI 002 015

EUDISED: European Documentation and Information System for Education. Volume II, National Reports.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 69

Note—110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—*Automation, Computer Oriented Programs, Documentation, *Education, *Foreign Countries, *Information Centers, Information Systems, International Organizations, International Programs, *National Programs

Identifiers—*Documentation Centre for Education in Europe

This study briefly describes the documentation and information projects of seven nations, stressing their use in the field of education. The sections are: (1) automated documentation and the human sciences in France, (2) documentation for education and the social sciences in the Federal Republic of Germany, (3) mechanized projects in library work in the Netherlands with particular reference to education, (4) social science documentation in Sweden with emphasis on education, (5) documentation of education in the United Kingdom with an account of other semi-mechanized and mechanized systems of interest, (6) educational documentation and information systems and networks in the USA and (7) documentation and information in the USSR. Short resumes of the authors of the chapters are appended. (NH)

ED 040 717 LI 002 018

National Commission on Libraries and Information Science; Hearing before the Subcommittee on Education...on S.1519 to Establish a National Commission on Libraries and Information Science, and for Other Purposes.

Senate Committee on Labor and Public Welfare, Washington, D.C.

Pub Date 69

Note—63p.

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—Federal Legislation, Financial Support, *Information Centers, *Information Needs, *Information Science, *Libraries, Library Science, National Libraries, National Programs, Planning Commissions, Policy Formation, Program Descriptions, *Use Studies

Identifiers—*National Commission on Libraries and Information

Testimony relative to the establishment of a National Commission on Library and Information Science as a continuing Federal planning agency is presented in the form of verbatim oral question and answers, prepared statements, letters and supplemental materials. List of witnesses include: (1) Grant Venn, (2) L. Quincy Mumford, (3) William S. Dix, (4) Mrs. Merlin Moore and (5) Joseph Becker. The text of S. 1519 and a summary of objectives and recommendations are provided. Other documents on this same legislation are reported in LI 002 023, LI 002 024, and LI 002 025. (MF)

ED 040 718

To Establish a National Commission on Libraries and Information Science; Hearings before the Select Subcommittee on Education...on H.R. 8839 and H.R. 908...

House of Representatives, Washington, D.C. Committee on Education and Labor.

Pub Date 69

Note—233p.

EDRS Price MF-\$1.00 HC-\$11.75

Descriptors—Federal Legislation, Financial Support, *Information Centers, *Information Needs, *Information Science, *Libraries, Library Science, National Libraries, National Programs, Planning Commissions, Policy Formation, Program Descriptions, *Use Studies

Identifiers—*National Commission on Libraries and Information

Testimony relative to establishing a National Commission on Libraries and Information Science as given in two committee sessions is presented in the form of verbatim oral questions and answers, prepared statements, letters and supplemental materials. Major prepared statements are by: (1) Joseph Becker, (2) Frederick Burkhardt, (3) Hugh L. Carey, (4) Carl Elliott, (5) Robert M. Hayes, (6) Roger H. McDonough, (7) L. Quincy Mumford, (8) Carl F. J. Overhaug, (9) William A. Steiger, (10) Frank Thompson Jr., (11) Grant Venn, (12) Robert Vosper, (13) Herman Wells and (14) Herbert S. White. Topics covered include: (1) the Commission's charge, (2) a national library policy, (3) objectives for overcoming current inadequacies and (4) recommendations for achieving the objectives. The appendices contain: (1) text of the President's statement, (2) selected list of special studies, (3) list of regional hearings and (4) list of Commission meetings and witnesses and guests at each. Other documents on this same legislation are reported in LI 002 018, LI 002 024, and LI 002 025. (MF)

ED 040 719

Perkins, Carl D.

National Commission on Libraries and Information Science Act; (House) Conference Report (To Accompany S. 1519).

House of Representatives, Washington, D.C. Committee on Education and Labor.

Report No—House-91-1226

Pub Date 24 Jun 70

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Conference Reports, Federal Legislation, Financial Support, *Information Centers, *Information Needs, *Information Science, *Libraries, Library Science, National Libraries, National Programs, Planning Commissions, Policy Formation, Program Descriptions, *Use Studies

Identifiers—*National Commission on Libraries and Information

This report provides text of the recommended wording for Bill S. 1519 to establish a National Commission on Libraries and Information Science. Sections of the bill are: (1) citation, (2) statement of policy, (3) Commission established, (4) contributions, (5) functions, (6) membership, and (7) authorizations of appropriations. Also included is a statement of the managers on the part of the House. Other documents on this same legislation are reported in LI 002 018, LI 002 023, and LI 002 025. (MF)

ED 040 720

Yarborough, Ralph

National Commission on Libraries and Information Science Act; (Senate) Report (To Accompany S. 1519).

Senate Committee on Labor and Public Welfare, Washington, D.C.

Report No—Senate-91-196

Pub Date 22 May 69

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Federal Legislation, Financial Support, *Information Centers, *Information Needs, *Information Science, *Libraries, Library Science, National Libraries, National Programs, Planning Commissions, Policy Formation, Program Descriptions, *Use Studies

Identifiers—*National Commission on Libraries and Information

This is the Senate summary on the National Commission on Libraries and Information

LI 002 023

LI 002 024

LI 002 025

Science Act's background and on the role of the Commission. It provides a section-by-section analysis of S. 1519 which includes: (1) citation, (2) policy, (3) establishment, (4) contributions, (5) functions, (6) membership and (7) authorization of appropriations. Other documents on this same legislation are reported in LI 002 018, LI 002 023, and LI 002 024. (MF)

ED 040 721

LI 002 038

Mukherjee, Ajit Kumar

Fundamentals of Special Librarianship and Documentation.

Indian Society of Special Libraries and Information Centers, Calcutta.

Report No.—IASLIC-Manual-1

Pub Date 69

Note—260p.

Available from—IASLIC, Albert Hall, 15 Bankim

Chatterjee Street, Calcutta 12. (\$6.00)

Document Not Available from EDRS.

Descriptors—Documentation, *Librarians, *Library Education, Library Schools, *Library Science, Library Technical Processes, Professional Education, *Special Libraries

Emphasis in this manual is placed on the changing pattern of librarianship, and deals with the fundamental principles and functions of the special library as well as an over-view of the techniques of documentation and information storage and retrieval. Chapters covered include: (1) Modern Librarianship and Contemporary Culture; (2) Special Libraries, Definition, Characteristics and Collections; (3) Organization, Storage and Filing of Special Library Materials; (4) Information Service in Special Libraries; (5) The Information Problem; (6) Documentation, its Definitions, Facets and General Theory; (7) Abstracting and Classification of Documents; (8) Information Storage and Retrieval; (9) Indexing and Information Retrieval on Traditional Methods; (10) Techniques of Information Retrieval and the Use of Punched Cards; (11) Mechanized Retrieval Devices, Facts, Fads and Foibles; (12) Documentation Lists; (13) Patterns of Information Grid; (14) Repography; (15) Scientific and Technical Translation and (16) Library and Documentation. (MF)

ED 040 722

LI 002 039

Steere, William C., Ed.

Information Handling in the Life Sciences.

National Research Council, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Feb 70

Note—87p.

EDRS Price MF-\$0.50 HC-\$4.45

Descriptors—Biological Sciences, Information Centers, *Information Dissemination, *Information Needs, Information Networks, *Information Processing, *Information Science, Information Services, Information Sources, Information Systems, *Information Utilization

Special problems in the handling of biological information arise from the diversity of biological subject matter and the complexity of biological approaches towards phenomena of the living world. This state-of-the-art report on communications of information in the biological sciences provides information on: (1) users of biological information, (2) informal transfer of information, (3) primary publications, (4) secondary information services and (5) libraries. Detailed suggestions relating to communication of biological science information include: (1) design of information systems to include the general user and (2) compatible interconnection of the three existing major organizations in biology -- the National Agricultural Library, the National Library of Medicine and the Biosciences Information Services of Biological Abstracts. Also outlined are various ways to improve: (1) informal transfer of information, (2) primary publications and (3) secondary information services. (MF)

ED 040 723

LI 002 041

A Task Analysis of Library Jobs in the State of Illinois.

Social and Educational Research and Development, Inc., Silver Spring, Md.

Spons Agency—Illinois Library Association, Chicago.

Pub Date 29 May 70

Note—199p.

EDRS Price MF-\$1.00 HC-\$10.05

Descriptors—*Job Analysis, Jobs, Librarians, Libraries, Library Technicians, *Occupational Information, *Task Analysis

A survey of 18 Illinois libraries resulted in the identification of 1,615 tasks performed within the library environment. Each task is rated and scaled including: (1) performance standards (four scales); (2) the task environment; (3) the extent to which a task concerns data, people, and things; (4) the mathematics, language and reasoning levels required by the task; (5) the kinds of instructions the worker received in conducting the task; (6) the training time; (7) the time taken to complete the task and (8) the physical demands of the task. (MF)

ED 040 724

LI 002 044

A Position Statement on the SATCOM Report Prepared by the Federation Member Services.

National Federation of Science Abstracting and Indexing Service, Philadelphia, Pa.

Report No.—TR-2

Pub Date Jan 70

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Abstracting, Documentation, Indexing, Information Needs, *Information Science, *Information Services, *Information Utilization, Library Services, Library Technical Processes

Identifiers—*Committee on Scientific and Technical Information, SATCOM

Representatives of eleven member services of the National Federation of Science Abstracting and Indexing Services met in Washington, D.C. on July 25, 1969, to discuss the report "Scientific and Technical Communication: A Pressing National Problem and Recommendations for its Solution," June 1969. This Report (known as the SATCOM Report) was marked by one Federation member as "a document of major importance to abstracting and indexing services." This paper represents the views of this Report expressed by representatives of the Federation member services who attended the meeting. (Author)

ED 040 725

LI 002 045

Spangenberg, Kurt

EUDEISED: European Documentation and Information System for Education. Volume 1, Report of the Working Party on the Application of Computer Techniques to Educational Documentation and Information

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 69

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—Automation, *Computer Oriented Programs, Documentation, *Education, *Foreign Countries, *Information Centers, Information Systems, International Organizations, *International Programs

Identifiers—*Documentation Centre for Education in Europe

The Council of Europe working party met for 13 days during their visits to Paris, Geneva, Stockholm, London, Frankfurt and Berlin in an attempt to assess current developments in the use of computers in the field of educational documentation and information and to learn about the adaptation of computer techniques in other fields. The report of the working party contains: (1) discussion, (2) conclusions and (3) plans and perspectives. The present use of computers for documentation and information is discussed and it is noted that, in education, no international (world-wide) or regional (European) system exists but rather only isolated national projects. The development of international systems in other fields has demonstrated the possibility of applying computer techniques to multi-national and multi-lingual documentation and information. Some of these international systems are described briefly as examples. The working party proposes a short-term plan (to 1975), a medium-term plan and long-term perspectives. The rapid advance of communications technology and the growing interdependence of research and development in all fields imply the possibility of a merger of documentation and information systems covering specific fields into an all-embracing system for the transfer of data, voice and images. (NH)

ED 040 726

LI 002 046

EUDEISED: European Documentation and Information System for Education. Volume III, Technical Studies.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 69

Note—120p.

EDRS Price MF-\$0.50 HC-\$6.10

Descriptors—Automation, *Computer Oriented Programs, Documentation, *Education, *Foreign Countries, *Information Centers, *Information Processing, Information Systems, International Organizations, International Programs, Library Technical Processes

Identifiers—*Documentation Centre for Education in Europe

An information system, either manual or computerized, is a system for collecting, selecting, validating and augmenting data to form a collection of information (the data base) which will form the basis from which various types of information services can be provided. These services may be individual (retrospective searching or current awareness) or of a more general nature (production of catalogues, indexes, bulletins, abstract journals, etc.). In this report the technical aspects of developing an information system on education are explored in the following sections: (1) compatibility of computer systems, (2) problems of thesaurus construction for education, (3) computer handling of social science terms and their relationships, (4) cost-benefit analysis procedures and applications, (5) cost estimates for bibliographical searching in a social science information system and (6) electronic recording of educational data in the Canton of Geneva. Brief resumes on the author of each section are appended. (NH)

ED 040 727

LI 002 047

Stevens, Mary Elizabeth

Research and Development in the Computer and Information Sciences. Volume 3, Overall System Design Considerations, A Selective Literature Review.

National Bureau of Standards (DOC), Washington, D.C. Center for Computer Sciences and Technology.

Report No.—NBS-monogr-113-Vol-3

Pub Date Jun 70

Note—149p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (NO. C13.44:113, Vol 3, \$1.25)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Computer Programs, Computers, *Information Networks, *Information Processing, Information Science, *Input Output, Literature Reviews, *Program Design, Programming Languages

Identifiers—*On Line Systems

A selective literature review of overall system design considerations in the planning of information processing systems and networks. Specific topics include but are not limited to: (1) requirements and resources analysis, (2) problems of system networking, (3) input/output and remote terminal design, (4) character sets, (5) programming problems and languages, (6) processor design considerations, (7) advanced hardware developments, (8) debugging and on-line diagnosis or instrumentation and (9) problems of simulation. Supplemental notes and a bibliography of over 570 cited references are included. Parts 1 and 2 of this series on research and development efforts and requirements in the computer and information sciences are available as ERIC documents: LI 001 944 and LI 001 945 respectively. (Author/NH)

ED 040 728

LI 002 048

Leimkuhler, Ferdinand F. Cooper, Michael D.

Cost Accounting and Analysis for University Libraries.

California Univ., Berkeley.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jan 70

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Cost Effectiveness, Libraries, *Library Expenditures, *Library Planning, *Library Programs

The approach to library planning studied in this report is the use of accounting models to measure library costs and implement program budgets. A cost-flow model for a university library is developed and listed with historical data from the Berkeley General Library. Various comparisons of an exploratory nature are made of the unit costs for different parts of the Berkeley system. (Author)

ED 040 729 LI 002 049

Leimkuhler, Ferdinand F. Cooper, Michael D. Analytical Planning for University Libraries. California Univ., Berkeley. Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jan 70

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—*Cost Effectiveness, *Library Planning, *Library Services, *University Libraries

A survey is made of the more important technological and managerial problems in the planning of university library services and recommendations are made for a positive program of innovation and development. Two approaches are explored in considerable detail. The first is the use of operations research models of the acquisition and storage functions. Elementary models and decision rules, based on the assumptions of exponential growth, independence of item usage, and obsolescence, are used to minimize average costs of circulation and to suggest more general models for library services. This is an exploratory study of the problems in library planning. This report does not pretend to offer a definitive statement on the subject; it does not provide any well-tested models, data for the design of library systems, or a thorough analysis of jointly dependent items. It does attempt an assessment of the current state of the art and to identify some promising and different directions for the development of planning criteria and techniques of analysis. (Author)

ED 040 730 LI 002 050

The Management of Information & Knowledge; Meeting of the Panel on Science and Technology with the Committee on Science and Astronautics, U.S. House of Representatives.

Congress of the U.S., Washington, D.C. House Committee on Science and Astronautics.

Pub Date 70

Note—243p.; Proceedings of the 11th meeting, 91st Congress, 2nd session, January 27-29, 1970

EDRS Price MF-\$1.00 HC-\$12.25

Descriptors—*Committees, *Communications, *Computers, *Economics, *Information Processing, Information Systems

The emphasis of the eleventh meeting of the Panel on Science and Technology was on the management of information and knowledge. It was organized essentially as a seminar with two papers given at each session. The topic of the first two papers presented was: "Computers, Communications, and the Economy." The papers given at the second session were concerned with the kinds of ideals which have been guiding this society and the adequacy of these ideals. The next two papers covered education in a changing world. The problems of privacy and technological obsolescence were covered by another speaker. These papers are interspersed by introductory keynote speeches and discussion sessions. The appendix contains biographies of the panel participants. (NH)

ED 040 731 LI 002 051

Holm, Bart E. Modern Techniques for Searching the Chemical Literature.

Pub Date Apr 70

Note—7p.; Presented at Conference on Use of Modern Methods of Handling Chemical Information in The Education of Chemists, April 2-3, 1970, Washington, D.C.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Chemistry Instruction, Chemistry Teachers, *Information Dissemination, *Information Processing, *Information Services, *Information Utilization

The chemists' information needs are for current awareness, selective dissemination, and retrospective search services, of research, development, engineering, production, and mar-

keting information located internally or externally, and contained in journals, patents, theses, reports, data files, information services, and from people. This paper is an overview of approaches to the processing of chemical information including new techniques for handling structures, concepts and data. These methods are available, many are inexpensive, and they are widely used in industry and the government. They can also be helpful to chemistry teachers and students. (NH)

ED 040 732 LI 002 052

Libbey, Miles A. And Others Design Study for Project on Standard Operating Procedures for Technical Library Services.

Indiana Univ., Bloomington. Research Center for Library and Information Science.

Spons Agency—Pittsberry Arsenal, Dover, N.J.

Pub Date 15 May 70

Note—157p.

EDRS Price MF-\$0.75 HC-\$7.95

Descriptors—Automation, *Government Libraries, *Information Sources, *Information Utilization, Library Services, *Library Technical Processes

Identifiers—*Technical Information Support Activities, TISA

The overall objective of the Technical Information Support Activities (TISA) Project is the production of a "Post Commander's Handbook." The handbook will be instrumental in achieving greater utilization of available technical information resources to assist army scientists and engineers engaged in the support of army combat and other operating forces. The input data consists of a large amount of detailed information concerning present operating procedures practiced in the performance of various functions in different Army Technical Libraries. The project is broken up into sixteen separate efforts (modules): (1) visit, observe and describe; (2) mission and long range planning; (3) organization and management; (4) networks; (5) personnel management; (6) budgeting; (7) performance measurement and evaluation; (8) cataloging, classification, indexing, abstracting and file organization; (9) physical processing; (10) identification, evaluation and selection of information sources and services and collection maintenance; (11) current awareness; (12) reference service; (13) circulation; (14) personal files; (15) automation and (16) capping module. (NH)

ED 040 733 LI 002 054

The Management of Information & Knowledge; a Compilation of Papers Prepared for the Eleventh Meeting of the Panel on Science and Technology.

Congress of the U.S., Washington, D.C. House Committee on Science and Astronautics.

Pub Date 70

Note—133p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (.60)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Committees, *Communications, *Computers, *Economics, *Information Processing, Information Systems

A special document, published separately from the complete proceedings of the eleventh meeting of the Panel on Science and Technology, is justified because the papers presented discuss the impact of the rapid development of the computer and the revolution in communication technology upon our society. This impact is critically examined by 10 eminent educators, sociologists, and scientists from the United States and from foreign countries, as well as by the distinguished keynote speakers and the panel moderator. The content of these proceedings are of interest to the Congress, the American public, and scientific and academic communities worldwide. (NH)

ED 040 734 LI 002 055

The Case for Library Technical Assistants and Library Clerks in Indiana.

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

Report No—Manpower-69-3

Pub Date 18 Sep 69

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—*Adult Vocational Education, *Library Education, Library Instruction, Library Skills, Library Surveys, *Library Techni-

cians, *Manpower Utilization, Questionnaires, State Surveys, Subprofessionals, Surveys, *Vocational Education

A manpower survey of 426 Indiana libraries emphasizes the need for additional library supportive personnel. Recommendations to help provide the needed personnel include: (1) a continuing two-year associate degree program be developed and offered in Indiana to prepare library technical assistants; (2) lead instructors should be professional librarians; (3) courses should be regular college offerings so credits earned are applicable for transfer and/or academic progression; (4) individual short and night courses, work-shops and seminars, should be offered locally wherever sufficient interest warrants; (5) vocational training programs be designed for library clerks or aides; (6) an active placement service be established in conjunction with every program; (7) training programs for auxiliaries be based upon national objectives and standards that are developed by the library profession; (8) the American Library Association should establish broad national standards for the certification (or registration) of library technical assistants and (9) Indiana should then develop State standards and procedures (consistent with these national standards) in order to facilitate both intra- and inter-State communications, administration, reciprocity agreements and the like. (MF)

ED 040 735 LI 002 056

Pendell, Sandra Hanes Survey of User Services in 42 Medical Libraries in Metropolitan Detroit.

Wayne State Univ., Detroit, Mich. Library and Biomedical Information Center.

Spons Agency—Public Health Service (DHEW), Arlington, Va.

Report No—Report-56

Pub Date Apr 70

Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—Information Services, Interviews, Library Reference Services, *Library Services, Library Surveys, *Medical Libraries, Questionnaires, *Use Studies

Data regarding current services in hospital libraries of the metropolitan Detroit area form the nucleus of this study. The purpose of this study is two-fold: (1) to ascertain what services are given to users of hospital libraries and (2) to determine the value of the inventory as a means for obtaining information on user-services in hospital libraries. The study reveals what user services are available in 42 Detroit area biomedical libraries and which categories of users receive them. It also shows how services vary in type and degree. (MF)

ED 040 736 LI 002 058

Haggerty, Thomas M. Planning Library Aides; A Guide to Information Sources, Libraries, and Classification Systems for Operating Agencies and Consultants.

Council of Planning Librarians, Monticello, Ill.

Report No—Exch-Bibliog-120

Pub Date Mar 70

Note—16p.

Available from—Council of Planning Librarians, Post Office Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Bibliographic Citations, Classification, *Government Publications, Information Sources, Library Materials, *Library Planning, *Library Technical Processes

Identifiers—*Planning Librarians
The bibliography is divided into three sections: (1) federal publications, (2) general information sources and indexes and (3) planning libraries and classification schemes. It is intended to show new planning librarians how others have attempted to solve the problems of organizing, collecting and classifying materials of interest to agencies and consulting firms working in the field of planning. The citations listed should also be of interest to academic and public libraries in the development of their government document collections since about 85% of the material in a planning library consists of publications by, for, or about places and government programs. (NH)

ED 040 737 LI 002 060

Automatic Data Processing Glossary. Bureau of the Budget, Washington, D.C.

Note—65p.

Available from—Reprinted and distributed by Datamation Magazine, 35 Mason St., Greenwich, Conn. 06830 (\$1.00)

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—*Electronic Data Processing, *Glossaries, *Word Lists

The technology of the automatic information processing field has progressed dramatically in the past few years and has created a problem in common term usage. As a solution, "Datamation" Magazine offers this glossary which was compiled by the U.S. Bureau of the Budget as an official reference. The terms appear in a single alphabetic sequence, ignoring commas or hyphens. Definitions are given only under "key word" entries. Modifiers consisting of more than one word are listed in the normally used sequence (record, fixed length). In cases where two or more terms have the same meaning, only the preferred term is defined, all synonymous terms are given at the end of the definition. Other relationships between terms are shown by descriptive referencing expressions. Hyphens are used sparingly to avoid ambiguity. The derivation of an acronym is shown by underscoring the appropriate letters in the words from which the acronym is formed. Although this glossary is several years old, it is still considered the best one available. (NH)

ED 040 738

PS 001 759

Low, Seth Spindler, Pearl G.

Child Care Arrangements of Working Mothers in the United States.

Children's Bureau (DHEW), Washington, D.C. Social and Rehabilitation Service; Women's Bureau (Dept. of Labor), Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—CB-461-1968

Pub Date 68

Note—123p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Child Care, Child Welfare, *Day Care Services, Demography, Individual Characteristics, *Mothers, *National Surveys, Statistical Data, *Working Women

This report presents basic data on the types of child care arrangements and their frequency of utilization by working mothers belonging to different segments of American Society. The survey was conducted with the help of the Bureau of Census, which included supplementary questions about child care in its February, 1965 survey, using a scientifically selected sample representing the non-institutional civilian population. It was found that since 1950 the number of working mothers has more than doubled, totaling as of March, 1967 4.1 million working mothers with children under six years old and 6.4 million with children six to seventeen. Licensed day care facilities were available for only about 475,000 children, and this report shows that many of the remaining children receive inadequate care while their mothers work. Included are a detailed profile of the working mother, and a report of the children and arrangements for their care. Tables comprise more than two-thirds of the report. Appendixes A, B and C present the schedule for the survey of child care, definitions and explanations of terms used, and source and reliability of the estimates. Appendix D consists of 184 tables which show distributions of various factors of working mothers, children, and child care arrangements. (NH)

ED 040 739

PS 002 278

Mukerji, Rose

Television Guidelines for Early Childhood Education.

National Instructional Television Center, Bloomington, Ind.

Pub Date 69

Note—58p.

Available from—National Instructional Television, Box A, Bloomington, Indiana 47401 (\$2.00)

Document Not Available from EDRS.

Descriptors—Commercial Television, *Early Childhood Education, *Educational Television, Evaluation Criteria, Evaluation Techniques, *Guidelines, *Instructional Television, Production Techniques, Scripts

This document, a project of the National Instructional Television Center, attempts to identify, to explain and to demonstrate desirable content and to present a production plan for television programs designed for young children. Guidelines are given for understanding the child 3 to 8 years old, for identifying learning goals which are significant and relevant to him, and for using processes which facilitate his learning. A model for development and evaluation of the television script is presented, with specific examples of program development leading to the writing of working scripts. A memo for production and evaluation lists specific suggestions for use of adult talent and for production techniques. Recommendations for utilization of television consistent with the guidelines, and suggestions for supporting material for teachers and parents, are given. These guidelines are relevant to both public and instructional television. They are intended to be used flexibly, with local planning and production teams using their own creativity. (Author/NH)

ED 040 740

PS 002 681

Robinson, Daniel N.

Some Characteristics of Neural Processing in the Child.

Columbia Univ., New York, N.Y.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date 1 Sep 68

Note—15p.; Paper presented at the 76th Annual Convention of the American Psychological Association, San Francisco, California, September 1, 1968

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Electroencephalography, *Neurology, Preschool Children, Psychometrics, *Psychophysiology, *Reaction Time, Visual Stimuli

This report tells of the procedures and results of a psychophysical study of 28 3.8-year-old-boys from the Harlem Training Center. In spite of an experimental situation that was something of an ordeal, some meaningful data was generated. The main area investigated in this study was the evoked-response indices of temporal processing, that is, the recordable response of visual cortex to single flashes and pairs of flashes. The flash pairs were presented with varying inter-flash intervals. Stimuli consisted of pulses of light provided by a Grass PS-2 photostimulator. Dependent measures of subject responding were derived from monopolar recordings that were taken from the right occipital region centered between midline and ear. Computer memory was fed to a Mosley X-Y plotter, which provided permanent ink records of the data. Several findings are reported but the main conclusions concern relations between children and adults regarding the visual evoked response: (1) the time required between successive stimuli for the emergence of coherent cortical responses is longer in children than in adults and (2) backward masking or inter-stimulus interference is much more pronounced in children. (Author/MH)

ED 040 741

PS 002 824

Bryan, James H.

Preaching and Practicing Self-Sacrifice: Their Locus of Effect Upon Children's Behavior and Cognition.

Spons Agency—National Inst. of Health, Bethesda, Md.

Pub Date 69

Note—10p.; Paper presented at the meetings of the American Psychological Association, Washington, D.C., 1969

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Affective Behavior, *Behavior Change, *Behavior Patterns, Conformity, Elementary School Students, Imitation, Social Attitudes, *Social Development, Verbal Communication

Identifiers—*Giving Behavior

This research is primarily concerned with discovering how children's behavior (in relation to altruistic giving) is affected by the verbal advice and behavioral example of a same-sex model on a television screen. The subjects were a group of 600 children drawn from first through fifth grade. They were placed in a situation in which they could give recently won money to the March of Dimes. While in this situation, the children observed the model giving them advice (to give, not to give, or neutral) and responding to the situa-

tion himself (giving or not giving). Every possible combination of preaching and practicing was used, so that there were altruistic models, greedy models, and inconsistent models. Data was collected concerning (1) the subjects' giving behavior, (2) the subjects' ratings of the model, and (3) the subjects' advice to other children. The results revealed that behavioral example affected the children's behavior but not their advice to other children, while the model's exhortations affected the children's advice but not their behavior. Both the model's behavior and his exhortations affected the children's judgment of him, but the relationship between the variables appears to be additive. (MH)

ED 040 742

PS 002 922

Kemle, Virginia And Others

A Feasibility Study of Parent Awareness Programs. Final Report.

Hawaii Univ., Honolulu. Educational Research and Development Center.; Hawaii Univ., Honolulu. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4121

Pub Date Nov 69

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Compensatory Education Programs, *Discussion Groups, Educational Methods, *Group Dynamics, Interpersonal Relationship, Parent Child Relationship, *Parent Participation, Self Concept Identifiers—Head Start

The purpose of this study was to explore the feasibility of group meetings of Head Start mothers that are focused on understanding of one's self and of others. A Parent Awareness Program was developed for use with two groups of Head Start mothers over a 27-week and a 17-week period, respectively. Specific objectives were that mothers would (1) become more aware of the needs and feelings of others, (2) develop a greater awareness of themselves, including an understanding of their strengths, assets, and the effect of their behavior on others, and (3) learn explicit techniques to improve communication skills that would in turn result in better interpersonal relationships. Two Parent Educators took the role of facilitators for the informal group discussions in helping the mothers try out new ways of handling problems and of expressing themselves in the group session. Focuses of the discussions included parent-child relationships; methods of discipline; communication skills; self-knowledge; marital status; heterosexual relationships; drug, alcohol, and glue-sniffing addiction; and racial feelings. When appropriate, the Parent Educators introduced audio-visual media, handouts, and role-playing exercises to expand discussion. The sustained level of participation and the favorable reactions to the program reported by the parents and staff indicated that a parent awareness program is feasible for this population. (Author/DR)

ED 040 743

PS 002 930

Lovano, Jessie J.

The Relation of Conceptual Styles and Mode of Perception to Graphic Expression.

Indiana Univ., Bloomington.

Pub Date [69]

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Age Differences, Art Expression, Body Image, Cognitive Development, Cognitive Processes, Conceptual Schemes, Elementary School Students, *Freehand Drawing, *Individual Differences, *Perceptual Development Identifiers—Childrens Embedded Figures Test, *Cognitive Style, Conceptual Style Test, Sophistication Of Body Concept Test

The perceptual-developmental research of Kagan and Witkin elicited this study of cognitive style. The work of these two researchers leads to the conclusion that differences between graphic expressions of children of the same age reflect differences in the children's mode of information processing. Specifically, this study sought to test the following hypotheses: (1) the subjects' cognitive style, as measured by the Conceptual Style Test (CST), and his mode of perceiving as measured by the Children's Embedded Figures Test (CEFT), will correlate significantly with specific criteria of his graphic expressions, and (2) analytical scores on the CST, CEFT, and graphic

expressions (Drawings I, II, and III and Sophistication of Body Concept) will increase as subjects advance in grade. Affirmation of the second hypothesis would indicate a developmental trend from a global (field-dependent) mode of information processing to an analytical (field-independent) mode. The tests were administered to 114 boys, two of each grade level, from grades 2 through 6. The results, obtained from testing of sub-hypotheses, indicate general support for the second hypothesis and partial support for the first. The specific data are discussed in relation to conceptual style, perceptual mode, and graphic expression. Specific recommendations for further study of cognitive styles are made. (Author/MH)

ED 040 744

PS 002 931

Hansen, Halvor P.

Language Training for Teachers of Deprived Children.

University of the Pacific, Stockton, Calif.

Pub Date 13 Nov 69

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Culturally Disadvantaged, *Language Instruction, Language Skills, *Linguistic Competence, Linguistic Performance, Reading Readiness, Social Dialects, Transformation Generative Grammar, *Verbal Development

This paper suggests that the main reason for the failure of many children to learn to read may be that reading programs often require the child to begin reading before he has developed oral language skills. By 3 years of age the child has acquired almost all the linguistic rules needed to produce basic, or kernel, sentences, which consist of subject, auxiliary, and predicate. Language programs for young children should work with the two major aspects of linguistic activity: competence (internalized knowledge, or rules of grammar), and performance (the use of the child makes of that knowledge when speaking.) Transformational grammar may be used as a tool to expand the child's language; this is discussed in terms of Jacobs' (1968) writing on deep structure and surface structure. A first principle of language teachers is to listen to and respect the language the deprived child brings with him to the classroom, then extend his ability to communicate by addition of a new social dialect. Teachers must know how to assess the child's linguistic skills, identifying areas of competence and performance, so that individualized instruction may be planned. Classes should stress student involvement and utilization of the child's own sentence patterns, as a means for the teacher to direct the child's own discovery of transformations of more complex speech patterns. (Author/NH)

ED 040 745

PS 002 963

Design and Measures of 1967-68 and 1968-69 Head Start E&R Evaluation Studies.

Pub Date [69]

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Compensatory Education Programs, Evaluation Methods, Federal Programs, Measurement Instruments, *Preschool Programs, Program Descriptions, *Program Evaluation, *Research Projects

Identifiers—Evaluation and Research Centers, *Head Start

Evaluation of Head Start programs is approached through identification of interactions with families and communities to learn what effects the Head Start experiences have had on the children involved. As a result of earlier studies, measures were developed for social-emotional and family factors, as well as program characteristics. In 1966-67, the newly-established Evaluation and Research (E&R) Centers carried out the first full-year Head Start evaluation, using class samples representing extremes on important dimensions. In addition, for greater depth of measurement of cognition, social-emotional behavior, program, and family, the E&R Centers "clustered" to collect data for the 1967-68 study. To more clearly identify the factors relevant to child development, the 1968-69 evaluation used a different approach, that of "making things happen," in contrast to previous reliance on natural variation. Common core data were collected on at least 120 children 3 to 5 years of age, attending Head Start classes for the first time. The tests used to collect common core data, cluster data, and follow-up data for the 1967-68 and 1968-69

studies are identified and described in this paper. Also individually examined are evaluation studies by nine E&R Centers, designed to identify relevant dimensions of Head Start programs and to develop adequate measures of these. Data will be provided on what optimal child development programs can be, in contrast to other 1968-69 Head Start evaluation studies. (Author/NH)

ED 040 746

PS 002 965

Burns, Sister Alicia

An Analysis and Evaluation of the Montessori Theory of Inner Discipline.

Loyola Univ., Chicago, Ill.

Pub Date Feb 70

Note—149p.

EDRS Price MF-\$0.75 HC-\$7.55

Descriptors—Childhood Needs, Child Psychology, Class Management, *Discipline, Early Childhood Education, *Educational Philosophy, *Educational Theories, Masters Theses, Personal Growth, *Self Control, Self Reward Identifiers—*Montessori Method

The principles of the Montessori theory of inner discipline are discussed and evaluated through examination of the writings of and about Maria Montessori. The principles are also discussed in relation to available empirical and descriptive research concerning discipline. The principles of inner discipline may be summarized as follows: The child is a man deserving of respect. He has an inner power which forces his expansion, and his will leads him to develop his abilities. The teacher acts as a loving observer of the child, who does not impart what is hers but rather develops that which is within the child. The teacher prepares the environment in which concentration can be begun and carried out, and in which obedience can be cultivated through the gentle training of the will. Once the child has begun to concentrate, the teacher does not interrupt him. Discipline is an on-going process dependent on personal freedom. It is brought about through an inner force developed in the child by spontaneous interest in and concentration on an external object (work). The child thus learns to move about actively and purposefully rather than wildly or apathetically. He finds his satisfaction in the need to produce and perfect his own work; this is his inherent and only reward, a reward which eliminates the need for punishment. (Author/NH)

ED 040 747

PS 003 005

Schutz, Samuel

Rule and Attribute Learning in the Use and Identification of Concepts with Young Disadvantaged Children.

California Univ., Los Angeles. Center for Head Start Evaluation and Research.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—OEO-4117

Pub Date [69]

Note—63p.

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—Cognitive Development, *Concept Formation, *Concept Teaching, Culturally Disadvantaged, Definitions, Generalization, Inductive Methods, Knowledge Level, *Learning Processes, Logic, Preschool Children

Identifiers—Head Start

This study assessed the value of teaching young children the relevant attributes of a concept and the conceptual rule by which the attributes are organized. It was hypothesized that only if children had prior knowledge of both components could they follow instructions designed to teach a new concept. It was further hypothesized that children who learned to follow instructions involving a new rule would be superior at discovering this rule in a concept identification or inductive learning problem. Sixty Head Start 4-year-olds who could follow directions but did not know the components to be taught were randomly assigned to 1 of 4 treatment groups: (1) learned the new rule, (2) learned new attributes, (3) learned both rule and attributes, and (4) control. Results of pre- and post-tests on concept utilization and concept identification indicated that the experimental groups performed better than the control group if and only if the children had learned both components before or during the experiment. Transfer of the new rule to the concept identification problem was demonstrated for the Rule Learning group, but not for the Rule and Attribute Learning group. (MH)

ED 040 748

PS 003 028

Meier, John

Long Distance Interdisciplinary Evaluation of Developmental Disabilities.

Colorado Univ., Denver. Medical Center.

Pub Date Nov 69

Note—3p.

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Child Development, *Consultants, *Diagnostic Tests, *Educational Diagnosis, Family Environment, Interdisciplinary Approach, *Learning Disabilities, *Observation, Video Tape Recordings

The increased emphasis on having individual developmental disabilities diagnosed by interdisciplinary teams of professionals has raised complex problems involving time and expense in evaluating a child in his home situation. The John F. Kennedy Child Development Center has a plan to avoid moving professionals to observe a child or to having a child's family move to an interdisciplinary evaluation center. The plan is based on the use of videotape recording (VTR) in the child's own home situation. It causes little inconvenience to the family, is more unobtrusive than a group of observers, and makes it possible for a team of specialists miles away to observe directly the dynamics of the family and the behavior of the child. These standard samples of a child's behavioral repertoire can accompany regular written protocols and can record the administration of developmental tests. Evaluation and diagnostic sessions can involve the professionals at the center, the VTR, and professionals in the child's locale, who can participate by means of a long-distance amplified telephone. The training impact of a university-affiliated center's operation would therefore be extended. (MH)

ED 040 749

PS 003 030

Meier, John Segner, Leslie

An Educational System for Developmentally Disabled Infants.

Colorado Univ., Denver. Medical Center.

Pub Date Dec 69

Note—35p.; Paper presented at the International Conference of the Council for Exceptional Children, New Orleans, December, 1969

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Compensatory Education Programs, Culturally Disadvantaged, *Curriculum Development, *Early Childhood Education, Educational Equipment, Electromechanical Aids, Family Environment, *Infants, *Intervention, Perceptual Motor Learning, Sensory Training, Stimuli

Identifiers—*Infant Stimulation

This paper examines the developmental problems of the environmentally disadvantaged in light of recent research; makes a case for intervention during infancy, and attempts to specify some concrete details of a curriculum for an Infant Educational System (IES). A rationale for infant education is presented and a vast amount of literature related to the problem of compensatory programs is reviewed. Much of this literature indicates the necessity of extremely early intervention (e.g. the irreversibility of the effects of early deprivation and the socioeconomic class differences in intellectual functioning found by 18 months of age). It is suggested that on the basis of research findings, the rationale and techniques for constructing a curriculum based on the development of an individualized instruction program are quite appropriate for the design of an IES curriculum arranged according to a series of developmental levels. It is specifically recommended that the infant's environment be carefully and scientifically structured through the use of autotelic stimulation. Also stressed are the importance of the learning facilitator (parent) and the importance of training parents to encourage infants' development. [Not available in hard copy due to marginal legibility of original document.] (MH)

ED 040 750

PS 003 062

Schaefer, Earl S.

Need for Early and Continuing Education.

National Inst. of Mental Health (DHEW), Chevy Chase, Md. Center for Studies of Child and Family Mental Health.

Pub Date 28 Dec 69

Note—29p.; Paper presented at the 136th meeting of the American Association for the Advancement of Science, Chevy Chase, Maryland, December 28, 1969

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Cognitive Development, *Compensatory Education Programs, *Early Childhood Education, *Educational Objectives, *Environmental Influences, Family Environment, Intervention, Language Development, Parent Influence, Parent Participation, Social Differences

The necessity of early education is confirmed by a large body of research, particularly that which reveals the emergence of mental test score differences between children of different social classes during the crucial period of early language development, the second year of life. The evidence indicates that verbal comprehension relates highly to intelligence test scores, to reading achievement, and to academic and occupational success, suggesting that education should begin during or before the period of early, rapid language development. However, because environmental stimulation during later years profoundly influences intellectual functioning, education must be a continuing process. In fact, data indicates that IQ scores increase during intensive intellectual stimulation and decrease when such stimulation is terminated. There is, therefore, a need for family-centered programs designed to increase the educational quality of family interaction throughout the period of child development. Parent training programs have been successful in improving parental behavior. Parents should be recognized as the most influential educators of their own children and provided with teaching skills. (MH)

ED 040 751

PS 003 070

Hunt, J. McV.

Attentional Preference and Experience: I. Introduction.

Illinois Univ., Urbana.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Jan 70

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Attention, Behavior Development, Cognitive Development, *Cognitive Processes, *Infant Behavior, Visual Stimuli

This paper introduces and gives a report of the first of a series of studies concerned with the developmental aspects of information processing. The experiments are concerned chiefly with how repeated visual encounters influence infants' attentional preference for what is familiar or unfamiliar and how infants' preference can be affected by responsiveness to the infants' spontaneous efforts. In the first exploratory study of the series, two stimulus patterns were placed over the cribs of 15 infants for the infants to look at and be familiar with. One pattern was stationary and one moved. Following 4 to 5 weeks of exposure, each baby's preference for one of the patterns was assessed. Next, each of the familiar patterns was presented simultaneously with an unfamiliar one and then reversed, and a record of the direction of the infant's gaze was kept. Results favored the hypothesis of attentional preference for the familiar pattern. The general strategy used in this study is to be further refined in the author's subsequent studies. (DR)

ED 040 752

PS 003 073

Messick, Samuel

A Statement on the Comprehensive Preschool Education and Child Day-Care Act of 1969 Before the Select Subcommittee on Education of the House Committee on Education and Labor, March 3, 1970.

Pub Date 3 Mar 70

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Day Care Programs, *Educational Legislation, Evaluation Methods, *Federal Legislation, *Preschool Programs, Program Evaluation, Research Methodology, Research Needs

This document praises the Comprehensive Preschool Education and Child Day-Care Act and advocates an equally comprehensive collateral program of research and evaluation. In order to avoid delay in starting preschool and child care programs, the research undertaken should be of the kind called evaluative research in which program and research are in progress simultaneously. The research model is therefore integrated into the program and focuses on process as well as product measures. Although traditional research has followed an engineering model, the research

associated with these preschool programs should follow a medical model. The implications of a medical model include assessment of both intended and possible outcomes, and frequent monitoring of participants' feelings and program processes. An example of such research is the Head Start longitudinal study of disadvantaged children being carried on by Educational Testing Service. Included is a description of some of the problems encountered in this project. (MH)

ED 040 753

PS 003 077

Rambusch, Nancy McCormick

Views on Pre-School Education and Day Care.

Pub Date [69]

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Child Care, Cognitive Development, Compensatory Education, Day Care Services, *Educational Innovation, Educational Objectives, Kindergarten, Nursery Schools, *Preschool Education, Working Women

There is a clear need in our country today for early education programs aimed at accelerating the cognitive development of disadvantaged children. Another need is for centers to care for the children of working mothers. Our traditional nursery schools have deemphasized early cognitive development while day care programs have been focused on deprived children and inadequate parents. There are some marginally successful compensatory preschool programs under Head Start impetus, but these programs have little in common with conventional preschool education. The popular conceptions of preschool education and day care have little to do with meeting the child's cognitive needs or his mother's need for self-esteem. What we need today is a new program design that combines temporal flexibility with known effective child care and educational practices. It is recommended that these new blends of early education and child care be developed to avoid identification with indigence and maternal ineptness. Those programs should provide incentives for mothers to become involved so that through training, they achieve self determination. It is further recommended that researchers be funded to continue to search for the most effective techniques of early education. (MH)

ED 040 754

PS 003 120

Holland, James G.

The Misplaced Adaptation to Individual Differences.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date 69

Note—6p.; Paper originally presented as a part of the symposium at the 1969 convention of the American Psychological Association, Washington, D.C.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Computer Assisted Instruction, *Educational Objectives, *Individualized Instruction, *Program Evaluation, *Testing Problems, Test Reliability, Test Validity

Identifiers—Individually Prescribed Instruction

The current interest in an educational technology that stresses adaptation to individual student differences has resulted in such individualized systems as Individually Prescribed Instruction (IPI) and Computer Assisted Instruction (CAI). However, such systems are not the answer to an avoidance of standardization of students. No one has yet resolved the basic dilemma between the cost in time-and-effort efficiency and the demands of test theory for validity and reliability of tests. This dilemma means that while good teaching items should have a low error factor in order to elicit the correct response and then reinforce it, good diagnostic items (needed for individualization) should not have a low error factor. Thus, good teaching items meet criteria incompatible with those met by good diagnostic items. This problem is not insurmountable, but none of the existing programs of individualized instruction have solved it. The most persuasive point against the existing programs is that they are individualized only in terms of what the student brings to the lesson; they still result in the production of uniformity. (MH)

ED 040 755

PS 003 123

Camp, Janet C.

A Skill Development Curriculum for 3, 4, and 5 Year Old Disadvantaged Children.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Pub Date Jun 69

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Classification, Concept Formation, Critical Thinking, Culturally Disadvantaged, *Educational Objectives, Eye Hand Coordination, *Preschool Curriculum, *Preschool Programs, Sensory Training, *Skill Development, Verbal Ability

This paper describes the DARCEE curriculum designed to prepare young disadvantaged children for school. The emphasis of the curriculum is on the development of information processing skills, rather than on the learning of specific information. The curriculum is implemented in the form of a sequentially programmed, structured instructional program. The skill development objectives follow the basic stages in the processing of information and are categorized under either Sensory skills, Abstracting and Mediating skills, or Response skills. Sensory skills include all the processes of successful input and decoding of environmental stimuli, involving the orienting skill, the discriminatory skill, the relational skill, and the sequential skill. The DARCEE curriculum also develops the Abstracting and Mediating skills. These skills comprise the Organization process, the areas of which have been designated as Basic Concept Development Association, Classification Sequencing, and Critical Thinking. The Response or Output skills concentrated on by the DARCEE curriculum are those of fine eye-hand coordination and verbalization. The content of the curriculum is ordered into interrelated units whose themes were chosen because they would be of interest to children. The need for a change in attitudes and curricula in our public school systems is stressed. (MH)

ED 040 756

PS 003 125

Cazden, Courtney B.

Transplanting English Infant School Ideas to American Classrooms and Some Effects on Language Use.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 6 Mar 70

Note—10p.; Revised version of a paper presented at the American Educational Research Association Symposium, Minneapolis, Minnesota, March 6, 1970

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Classroom Observation Techniques, Interviews, Language Development, Language Styles, Photography, Teacher Attitudes, *Teaching Methods

Identifiers—British Infant Schools

The research methodology of this study is at least as important as the actual findings. For certain types of information seeking, directed conversations, or interviews, seem most desirable. Yet, although such conversations are easy to carry on with teachers, they are difficult to manage with 6-year-old children, especially when the interviewer is unfamiliar to the child. In this study, one of the interviewer's assistants wrote a detailed description of five minutes of the child's behavior while another assistant took Polaroid pictures of the child at the same time. In the afternoon, the interviewer took each child aside and asked him to describe what he was doing in the pictures. The children spoke freely and easily with the interviewer about the pictures and their own activity. Data collected in this manner and from other techniques were used to compare the Follow-Through classrooms of Teacher A (child-directed individualized learning) and Teacher B (teacher-directed group instruction). The children in Teacher A's class valued "other activities" (block play, water play, listening to records) more than "doing what the teacher likes" and "doing" traditional academic tasks, while Teacher B's students did not. Also, the language used by Teacher A's students was more differentiated and varied than that used by the other class. (MH)

ED 040 757

PS 003 130

Gooler, Dennis D. Grotelueschen, Arden

Process Accountability in Curriculum Development.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Pub Date [70]

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Administrator Attitudes, Audiences, Community Attitudes, *Curriculum Development, Educational Objectives, *Educational Responsibility, *Evaluation, Parent Attitudes, Teacher Attitudes

This paper urges the curriculum developer to assume the accountability for his decisions necessitated by the actual ways our society functions. The curriculum developer is encouraged to recognize that he is a salesman with a commodity (the curriculum). He is urged to realize that if he cannot market the package to the customers (the various interest groups) the curriculum-commodity will go unconsumed, no matter what its virtues. The acceptance or rejection of a curriculum by the consumers represents the accountability of the curriculum developer. He has to be aware of the relative "clout" wielded by various interest groups and be prepared, in advance, to demonstrate that his product (curriculum) is what they want and need. He must do this particularly at the "major moments" (need assessment, curriculum goals, content, methodology and format) in the developmental process, when the interest groups direct their claims of accountability. The curriculum developer needs help to prepare for these major moments, and, therefore, has need of an evaluator. The evaluator can function in the role of a sort of market research analyst, identifying "pockets of potential persuasion" and aiding in packaging the curriculum-commodity so that it will be most interesting and useful to the consumers. (MH)

ED 040 758

PS 003 133

Carter, Heather L.

A Study of One Learner Cognitive Style and the Ability to Generalize Behavioral Competencies.

Texas Univ., Austin.

Pub Date [68]

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Age Differences, Cognitive Development, *Cognitive Processes, Elementary School Students, *Generalization, Problem Solving, Stimulus Generalization

Identifiers—*Flexibility Of Closure, Science Process Instrument, The Childrens Embedded Figures Test

The generalization of acquired competencies, specifically flexibility of closure, was the subject of this research. Flexibility of closure was defined as the ability to demonstrate selective attention to a specified set of elements when presented within various settings (the larger the number of settings from which the desired set of elements can be selected, the higher the level of flexibility of closure). This study sought, specifically, to determine whether or not there is a significant relationship between flexibility of closure and the ability to generalize. The subjects were a randomly selected group of 64 first, second, third, and fourth graders. Flexibility of closure was measured by "The Children's Embedded Figures Test." Ability to generalize was measured by the "Science Process Instrument." The science topics covered were contained in the elementary science program "Science-A Process Approach." Analysis of data revealed a significant correlation between the generalization scores and the scores on the flexibility of closure measure for the total group. When the data was broken down by grade level and sex, however, the findings were not significant for girls or the first and second grade. (MH)

ED 040 759

PS 003 157

Berzonsky, Michael D.

A Factor Analytic Study of Children's Causal Reasoning.

Pub Date 6 Mar 70

Note—11p; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March 6, 1970

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Cognitive Ability, *Cognitive Development, Cognitive Processes, Factor Analysis, Factor Structure, Grade 1, *Logical Thinking, Problem Solving, Thought Processes

Identifiers—*Causality, Piaget

Because knowledge of the component subskills of causal reasoning would aid in planning elementary science curricula, this study sought to identify component abilities through the individual administration of a battery of 29 tests to a ran-

domly-selected sample of 84 first-graders, evenly divided by sex. These tests were: (1) verbal tests of causality (3 variables), (2) hypothesized causal components (10 variables), (3) causal demonstrations (8 variables), (4) Piagetian concrete operational tasks (5 variables), (5) Piagetian formal operational tasks (2 variables), (6) intelligence (1 variable), and (7) descriptive measure (1 variable). The results were analyzed by submitting the 30 variables to a maximum-likelihood factor analysis with a varimax rotation. Through this process, a verbal causal reasoning factor, including the 5 component subskills of chance, skepticism, perspectives, completing "because" statements, and detecting incongruous causal relations, was identified. Other results fail to support both Piaget's theory that preoperational thought leads to pre-causal explanations and Piaget and Inhelder's theory of the unitary nature of logical thinking. Rather, results suggest that at least 3 relatively independent abilities are involved in logical thinking. (MH)

ED 040 760

PS 003 207

Brazziel, William F.

Perspective on the Jensen Affair.

Connecticut Univ., Storrs.

Pub Date [70]

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Compensatory Education, *Educational Problems, Environmental Influences, *Heredity, Intelligence Quotient, *Racial Differences

Identifiers—Jensen (Arthur)

In the winter of 1969, the "Harvard Education Review" published an article by Arthur Jensen that suggested that racial and social class IQ differences were primarily due to hereditary factors. From the point of view of the opposition, this report reviews the controversy that ensued, including Jensen's original statements, the critics' rebuttals, and Jensen's defenses. It is pointed out that Jensen's explanations have failed to satisfy critics who have cited erroneous statistical transpositions and selective attention to co-twin studies. It is suggested that the whole affair be forgotten and attention turned towards improving the conditions of the poor and providing quality education for all. (MH)

ED 040 761

PS 003 208

Greer, William C.

[A Statement Regarding the Comprehensive Preschool Education and Child Day Care Act of 1969, and Other Related Bills.]

Council for Exceptional Children, Arlington, Va.

Pub Date 26 Feb 70

Note—9p; Paper presented to the Select Subcommittee on Education of the Committee on Education and Labor, U.S. House of Representatives, Washington, D.C., Feb. 26, 1970

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Blind Children, Deaf Children, Exceptional Children, *Federal Legislation, Financial Support, Handicap Detection, *Handicapped Children, Preschool Programs

This speech begins with praise for the Subcommittee's past action in furthering the education of the handicapped and encouraging federal assistance for these children. The growing need for additional aid for preschool education to meet the developmental needs of handicapped children is emphasized. Also discussed are the sparseness of government programs in the above area, the expertise and leadership of the Bureau of Education for the Handicapped (BEH), and the pressing needs of children living in handicapping environmental conditions. It is recommended that (1) programs be established for the identification and aid of handicapped children, (2) such programs be administered by the BEH, (3) projects be awarded to any agency that demonstrates its capability to serve handicapped children, (4) such projects demonstrate coordination with existing child development and handicapped children services, (5) typical projects should offer several services (including diagnosis, preparation of educational prescriptions, and a communication network), (6) these objectives be met by expansion of the Handicapped Children's Early Education Assistance Act or by specific inclusion in other bills, and (7) cost be defrayed by federal and state funds. (MH)

ED 040 762

PS 003 209

McConnell, Freeman

[A Statement Regarding the Comprehensive Preschool Education and Child Day Care Act of 1969, and Other Related Bills.]

Council for Exceptional Children, Arlington, Va.

Pub Date 26 Feb 70

Note—8p; Paper presented to the Select Subcommittee on Education of the Committee on Education and Labor, U.S. House of Representatives, Washington, D.C., Feb. 26, 1970

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Exceptional Children, *Federal Legislation, Financial Support, *Handicapped Children, *Preschool Programs

This speech was made in favor of legislation designed to provide comprehensive preschool education for the nation's children. It is urged that the needs of the handicapped children of our country be particularly considered. Sixty to eighty per cent of the children in classrooms for the retarded are cumulative products of environmental factors. Those children suffering from organic disorders also need and deserve help. A child is born with an "impairment"; whether he becomes "handicapped" or not depends in large measure on the favorability of his early developmental environment. Supportive data is presented from a 5-year study in early intervention at Vanderbilt University. Also mentioned is a preschool program for deaf children who were subsequently able to enter normal classrooms, but who, without the program, were destined to become deaf mutes. Such specialized programs are impossible without public financial assistance. Both the legislation itself and the concept of comprehensive preschool education for all children are supported with the recommendation that allowances be made for additional models for sensorily and physically impaired children and children from poverty areas. (MH)

ED 040 763

PS 003 646

Cazden, Courtney B.

Language Programs for Young Children: Notes from England and Wales.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 70

Note—46p; Paper to be published as a chapter in "Promising Practices in Language Training in Early Childhood Education," edited by Celia Lavatelli, University of Illinois Press, in press (1970)

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Bilingual Education, Communication Skills, Compensatory Education Programs, *Foreign Countries, *Language Development, Language Enrichment, *Language Programs, Peer Relationship, *Preschool Curriculum, Reinforcement, Standard Spoken Usage, Writing Skills

Identifiers—British Infant Schools, Gahagen Bernstein Educational Program

British Infant School programs to aid language development for disadvantaged children 3 to 8 years old are discussed, with reference to ideas and practices in the United States. In general, English Infant School teachers believe that language development must be nourished by the teacher in the context of the child's interaction with his environment. Centrally important is a heightened teacher awareness of means of extension of the child's ideas and language. Other topics discussed are: (1) the value of peer group talk, (2) daily schedules relative to the child's sex, (3) extrinsic reinforcement, contrasted with intrinsic reinforcement, (4) whether or not standard English should be taught, (5) the use of local cultural content, (6) bilingualism in school and out, (7) communication skills, (8) children's written sentences, (9) verbal functioning effectiveness, and (10) compensatory education: the recommendations of the Plowden Report, and the goals of the 3 1/2-year Schools Council project in England and Wales. (NH)

ED 040 764

PS 003 647

Hass, Wilbur A.

On the Heterogeneity of Psychological Processes in Syntactic Development.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—12p.; Paper to be published as a chapter in "Promising Practices in Language Training in Early Childhood Education," edited by Celia Lavatelli, University of Illinois Press, in press (1970)

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Child Language, Educational Objectives, *Language Development, Language Learning Levels, Learning Processes, *Psycholinguistics, Syntax, Transformation Generative Grammar, Transformations (Language)

Children's language acquisition is viewed by developmental psychologists as a process of change in the organization of language processing operations. Normal children seem to acquire their native language by this process, rather than by eliminating specific mistakes. Preschool language develops in stages, and knowledge of where syntactic change is likely to occur should be used in planning and evaluation of early education programs. It is useful to know why certain syntactic constructions are to open to change in the preschool years. For example, three processes are involved in the production of elaborated noun phrases. They are (1) surface syntactic structure, (2) deep structure, and (3) syntactic transformations. These aspects of processing language can be facilitated by instruction in perceptual-motor skills, by use of referential cues in the language situation, and by role playing with serious communicational intent. Current language curricula combine these aspects in unsystematic ways, so that it is not clear what processes have been affected when a change takes place in a child's grammatical construction. Ultimately, language programs should be directed to the individual's specific language needs. Cognitive facilitation is not necessarily to be expected but is dependent upon the particular features included in each program. (NH)

ED 040 765

PS 003 648

Bellugi, Klima, Ursula

Some Language Comprehension Tests.

Pub Date 70

Note—15p.; Paper to be published as a chapter in "Promising Practices in Language Training in Early Childhood Education," edited by Celia Lavatelli, University of Illinois Press, in press (1970)

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Child Language, *Language Ability, *Language Tests, *Listening Comprehension, Negative Forms (Language), Sentence Structure, Syntax, Test Construction, Testing Problems

To assess a child's communicative ability, it is important to develop not only measures of his understanding of vocabulary, but of his understanding of the syntax of language: patterns of words, regularities, and relationships of words in a sentence. Controlled test situations should be established in which the child receives minimal cues from the situation itself. Children should clearly understand the meanings of the words used, and test items should be constructed so correct answers cannot be given unless the child comprehends the syntax being tested. The child is verbally instructed on what to do with toy test materials such as boy and girl dolls, blocks, toy animals, marbles, sticks, and clay. Problems are set up in terms of levels of difficulty. First level items include testing children's understanding of active sentences singular/plural nouns, and possessive noun inflection. Second level items include negative/affirmative statements, and questions, singular/plural with noun and verb inflections, and adjectival modification. Third level problems test for understanding of negative affix, reflexivization, comparatives, passives, and self-embedded sentences. Although the tests of comprehension of syntactic construction have not all been tried or standardized, they are based on linguistic theory, psycholinguistic research, and developmental studies of children's speech. (NH)

ED 040 766

PS 003 649

Painter, Genevieve

A Tutorial Language Program for Disadvantaged Infants.

Pub Date [69]

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Classification, Cognitive Development, Concept Teaching, *Home Programs, *Infants, *Intervention, Language Development

ment, Language Enrichment, *Language Programs, Perceptual Motor Learning, Program Descriptions, Symbolic Learning, *Tutorial Programs, Verbal Learning

Identifiers—Cattell Infant Intelligence Scale, Merrill Palmer Scale Of Mental Tests, Stanford Binet

This study attempted to ameliorate the educational deficits of infants using structured tutorial programs of language and concept training in the home. It was part of a larger project whose purpose was to determine the age at which intervention will produce maximum acceleration of cognitive development. Subjects were 20 disadvantaged 8- and 24-month-old children randomly assigned to experimental and control groups. Female tutors worked with each experimental subject in his home 1 hour a day, 5 days a week, over 1 year. In the first 3 or 4 weeks of training rapport was established, and the child's development was studied. Language training stimulated infants to imitate actions and sounds, identify and name objects, verbalize needs, use picture books, develop elaborative language, and use internal dialogue. Concept training stimulated infants to understand concepts of body image, space, number, time, and classification. On initial testing both groups of infants were average in intelligence and motoric development, but below their chronological age in language and concept development, and in interpretation of symbolic representation. Posttests showed that the experimental group had consistently higher scores on IQ, language, and conceptual development tests. There were no significant differences in sensory-motor development. (NH)

ED 040 767

PS 003 650

Moore, Donald R.

Language Research and Preschool Language Training.

Pub Date [70]

Note—57p.; Paper to be published as a chapter in "Promising Practices in Language Training in Early Childhood Education," edited by Celia Lavatelli, University of Illinois Press, in press (1970)

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Abstraction Levels, *Child Language, *Cultural Differences, Cultural Disadvantage, *Language Development, *Language Programs, Language Skills, *Literature Reviews, Subculture, Teaching Methods

This paper reviews literature on subcultural differences in language development to find out what the literature suggests about the nature of a language program for lower class 4-year-olds. The following conclusions are reached: (1) differences in syntactic and phonological competence are not important barriers to communication for the lower class preschool child and should not be the focus of preschool language training; (2) of the many subcultural differences in language, the major one which puts the average lower class child at a "disadvantage" is his relative lack of ability to use a precise language of description; (3) the literature on subcultural differences in language use identifies many of the specific language skills used in this abstract type of language; (4) the traditional preschool is not likely to foster the use of the specific language skills which the lower class child most needs to master; (5) of two broad types of more focused language intervention programs (one in which the teacher's response is contingent on the child's and one in which the child's response is contingent on the teacher's), the latter, more highly structured, program will probably be more successful in teaching the crucial language skills. (Author/DR)

ED 040 768

RC 003 232

Digneo, Ellen Hartnett, Ed. Shaya, Tila, Ed.

Report of the Extensive Reading Program 1965-1968.

New Mexico State Dept. of Education, Santa Fe.; New Mexico Western States Small Schools Project, Santa Fe.

Pub Date Aug 68

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Attitudes, Comprehension Development, Consultation Programs, Diagnostic Teaching, *Disadvantaged Youth, Elementary Education, *Inservice Programs, Motivation, Planning, *Reading Instruction, *Remedial Programs, Research, Secondary Education, *Small Schools, Teacher Education

Identifiers—New Mexico, *Western States Small Schools Project

The report, covering 1965-68, deals first with a program entitled Improved Preparation for Culturally-Deprived Rural Children, which was designed to improve reading skills of elementary school students. Background of the Western States Small Schools Project for New Mexico is described, as well as how Carrizozo Public Schools were selected for the program. Roles of public school personnel, State Department of Education staff, and the Ford Foundation are then presented. Criteria for selection of a teacher to participate in the program are given, and the progress of the first 2 years is discussed. Plans for the third year complete the first part of the report and become the outline for the Carrizozo Reading In-Service Program, the goal of which was to make every teacher in the Carrizozo district (from primary through high school) aware of, and practice, skills of diagnostic teaching to improve students' reading comprehension. Consultants were provided by the Reading Research Center at New Mexico State University. Objective program evaluation by pre- and post-program tape recordings revealed, for example, that teachers were able to elicit higher level responses through use of higher level questioning behavior at the end of the program. (Appendices are not included due to marginal legibility.) (BD)

ED 040 769

RC 004 293

[Selected Reports from the Technical Seminar on Educational Wastage and School Drop-Outs, with Summary Review of Country Reports.]

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).

Pub Date 5 Sep 66

Note—79p.; Technical Seminar on Educational Wastage and School Drop-Outs (Bangkok, Sept. 5-12, 1966)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Academic Failure, Cooperative Planning, Curriculum Problems, *Dropouts, *Elementary Education, Failure Factors, *Foreign Countries, Grade Repetition, Persistence, Retardation, *Rural Areas, *School Holding Power, Socioeconomic Influences, Teacher Qualifications

Identifiers—*Asia

As a part of a study of educational wastage in Asian countries by the United Nations Educational, Scientific, and Cultural Organization, this summary review reports the incidence of dropout and retardation in public elementary schools in the countries included in the study (mainly Afghanistan, Malaysia, Nepal, and the Philippines). It is noted that the majority of Asian countries had a high incidence of dropouts during the first three to four grades. It is also noted that most countries reported more incidence of dropouts in rural areas than in urban areas and that more dropouts were attributable to girls than to boys. The report lists factors which are contributory to the high rate of dropout and retardation, and 14 suggested remedial measures to minimize the wastage are listed. Tables and graphs are interspersed throughout the document to point out data pertinent to the study. A related document is RC 004 292. [Not available in hard copy due to marginal legibility of original document.] (EL)

ED 040 770

RC 004 315

Photiadis, John D.

Selected Social and Sociopsychological Characteristics of West Virginians in Their Own State and in Cleveland, Ohio.

West Virginia Univ., Morgantown. W. Va. Center for Appalachian Studies and Development.

Spons Agency—Department of Labor, Washington, D.C.; Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Report No—RR-3

Pub Date 70

Note—245p.

EDRS Price MF-\$1.00 HC-\$12.35

Descriptors—Age, Aspiration, Dropout Rate, Education, *Employment Statistics, Family Attitudes, Ghettos, Income, *Migration Patterns, Religious Factors, *Rural Urban Differences, Social Differences, Social Distribution, *Social Psychology, Socioeconomic Influences, Tables (Data), *Values

Identifiers—*Appalachia, Ohio, West Virginia

The characteristics of approximately 1700 West Virginia non-migrants, returned migrants, and West Virginians living in the Appalachian ghetto of Cleveland and suburbs of Cleveland are described. Data, collected through interviews and questionnaire, are presented in marginal form without statistical analysis because one of the main purposes of this report is to include responses to all individual questions and summary score distributions of the questionnaire so that firsthand information is available in a single document. Seventy-one tables are included, as well as an appendix indicating way-of-life preferences for each of the 4 groups. (LS)

ED 040 771 RC 004 329

Hernandez, Pedro F. Picou, J. Steven
Rural Youth Plan Ahead: A Study of the Occupational, Educational, Residential and Marital Expectations of Rural Youth in Louisiana.

Louisiana State Univ. and A and M Coll. System, Baton Rouge.; Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Report No.—Bull-640

Pub Date Aug 69

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Anglo Americans, *Cross Cultural Studies, *Disadvantaged Youth, *Educational Interest, Grade 12, Guidance Programs, Marriage, Negroes, *Occupational Aspiration, Racial Differences, Rural Schools, *Rural Youth, Sex Differences, Social Change, Socioeconomic Status, *Values

Identifiers—*Louisiana

The study was an attempt to discern what rural youth in Louisiana expect to achieve in the future. Objectives of the study were to determine, with reference to race and sex differences, (1) future occupational plans, (2) educational plans, (3) type of community rural youth expected to settle in, and (4) desired age for marriage and number of children expected. The techniques used for gathering data on the 544 seniors (330 white and 214 black) in 20 high schools were questionnaires and group interviews. It was found that the majority of the male seniors, both black and white, planned to enter professional, semi-skilled, or skilled occupations, while 4 out of 10 of the females, both black and white, planned for a professional occupation. Seven out of 10 of all males planned to continue their education, while more black females than white planned on additional education after high school. All male respondents' plans for residence were similar, while more black females than white females planned on urban living. Black males wanted to marry younger, but all male respondents wanted from 2 to 4 children. The white female expected to marry younger than the black female and desired 5 or more children as opposed to only 2 children expected by the black female. (LS)

ED 040 772 RC 004 371

Hamlin, Thomas M.

Operation: Migrant Follow-Up.

State Univ. of New York, Geneseo. Center for Migrant Studies.

Pub Date [69]

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Agency Role, Demography, *Education, Employment, Equalization Aid, Federal Programs, Housing, *Migrant Children, Migrant Workers, *Population Trends, Schools, Seasonal Employment, State Federal Aid, *Urban Immigration, Welfare Services

Identifiers—New York, Rochester

In an effort to discover the number of migrant children that leave the migrant stream and enter the urban area of Rochester, New York, the State University College at Geneseo, New York, sponsored this 1968-69 study. The purpose was to determine if the migrant child is adequately cared for when he enters the urban area and if the educational institutions adequately provide for him. It was believed that the study would also give a picture of the approximate number of migrant children entering other urban areas of New York State. Interviews were conducted among approximately 433 migrant families. Teachers of the migrant children were also interviewed, and contacts were made with local agencies that provided aid to families. General findings are reported in terms of demographic data, and the migrant child's school grades (reading and mathematics), behavior, and attendance. Special projects

(Federal, state, foundation, and experimental) available to the migrant are described in the document, and 10 conclusions are cited. (EL)

ED 040 773 RC 004 372

Schnur, James O.

A Study of the Possible Improvement of Problem Solving Ability in Migrant Children.

State Univ. of New York, Geneseo. Center for Migrant Studies.

Spons Agency—New York State Education Dept., Albany. Bureau of Migrant Education.

Pub Date [68]

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Behavior Patterns, *Concept Formation, Education, *Migrant Children, *Problem Solving, Reaction Time, Seasonal Labor, Summer Programs, *Testing

Jerome Kagen, who developed instruments to measure and classify the aspect of man's psychological make-up known as conceptual tempo, generated 3 conceptual tempos: reflective, impulsive, and neutral. These tempos are determined by measuring latency time (time lapse) from stimulus to first response and recording the number of errors made. In this 1968 study, 6 null hypotheses were tested using 18 migrant children aged from 4.5 to 14.2 years. Purpose of the study was to determine what effect, if any, the A Blocks treatment (a sub-unit of the Attribute Games and Problems unit) has on conceptual tempo. Of more specific interest was the effect of treatment upon enhancing reflectivity through modification of an impulsive tempo in migrant children. Control and treatment groups were set up wherein the examiner-teacher was permitted to guide the treatment group through a part of the A Blocks test; however, control group students had no directed activity but were allowed to converse with the examiner during the activity. It appears that if one's goal is to increase latency time between stimulus and initial response, the method used with the control group generates the most positive trend. The general conclusion was that the A Blocks portion of the Attribute Games and Problems unit does not enhance reflectivity of migrant children as measured by latency time and number of errors. (EL)

ED 040 774 RC 004 377

Kuvlesky, William P. Dameron, Jane

Adolescents' Perceptions of Military Service as a Vehicle for Social Mobility: A Racial Comparison of Rural Youth from Economically Disadvantaged Areas.

Texas Agricultural Experiment Station, College Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date 7 Mar 70

Note—32p.; Paper presented at the annual meetings of the Texas Academy of Science (San Angelo, Texas, March 5-7, 1970)

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Anglo Americans, *Aspiration, *Attitudes, *Disadvantaged Youth, Economic Disadvantage, Grade 10, Military Service, Negroes, *Rural Youth, *Social Mobility, Socioeconomic Status

Identifiers—*Texas

The hypotheses to be tested by this study were (1) that Negro youth are more positively oriented toward participation in military service than white youth and (2) that lower class youth with high aspirations are more positively oriented toward military service than other youth. Respondents were male high school sophomores from 3 schools located in rural Texas counties that could be labeled the "traditional South." Questionnaires were given to 98 Negro boys and to 120 white boys. Two stages of data analysis were involved; the first was a comparison of lower class youth with high and low level aspiration, while the second was a comparison of lower class high aspiration youth with youth of higher socioeconomic status. Chi square and "t" tests were used when appropriate to evaluate the probability of observed differences being explained by chance variation. Findings showed that no difference existed between the Negro and white respondents in the proportion desiring military service and that level of aspiration did not seem to influence military orientations of youth. The appendices include the questionnaire and a summary of the statistical data. (LS)

ED 040 775

Gunther, Bent

The Pedagogical Situation in Greenland.

Alaska Univ., College.; Arctic Inst. of North America, Montreal (Quebec).

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Aug 69

Note—30p.; Background paper for Conference on Cross-Cultural Education in the North (Montreal, Canada, August 1969)

Available from—The Arctic Institute of North America, 3458 Redpath Street, Montreal 25, P.Q. Canada (\$1.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Achievement, Curriculum, Educational Legislation, Educational Status Comparison, Higher Education, *History, Language Handicaps, *Physical Facilities, Population Growth, *Rural Education, *Teacher Education, Tutoring, Vocational Education

Identifiers—Denmark, *Greenland

The history of Greenland's educational activities began in 1721 with the work of a missionary who encouraged the people to learn to read and write. A century later, higher education became available. In 1905, legislation was enacted that served as a milestone of progress for the growth of education. Separation from Denmark, which was leading Greenland in its programs, was a problem, particularly with respect to language differences. Reforms instigated in 1950 were designed to link the 2 countries more closely, and efforts were made to overcome the difficulties of having 2 languages. Problems today include population increase, a lack of Greenlandic-speaking teachers and tutors, and a lack of suitable textbooks. Also of major concern are administration of the growing educational system, curriculum design, vocational training needs, and an increased demand for higher education. Much progress can be cited, but there is much yet to be done. [Not available in hard copy due to marginal legibility of original document.] (BD)

ED 040 776 RC 004 390

Sindell, Peter S. Wintrob, Ronald M.

Cross-Cultural Education in the North and Its Implications for Personal Identity: The Canadian Case.

Alaska Univ., College.; Arctic Inst. of North America, Montreal (Quebec).

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Aug 69

Note—13p.; Background paper for Conference on Cross-Cultural Education in the North (Montreal, Canada, August 1969)

Available from—The Arctic Institute of North America, 3458 Redpath Street, Montreal 25, P.Q. Canada (\$0.75)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Acculturation, *American Indians, *Change Agents, *Cross Cultural Studies, Cultural Factors, Educational Problems, Eskimos, Government Role, Minority Groups, Rural Areas, Self Concept, *Self Esteem, Student Evaluation, Values

Identifiers—*Canada

In examining the Eskimo and Indian populations of the Canadian North, the Arctic, and the Subarctic for relationships between education and personal identity, the authors (1) describe the ways in which social and cultural trends have affected education; (2) study the individual for ways in which prolonged exposure to formal education affects students' values, attitudes, aspiration, and self-esteem; and (3) describe implications drawn from their findings for educational policy for the Canadian North. Particular topics include governmental intervention, minority group status, cultural replacement, psychological effects, and identity conflict. Suggested changes are to increase the validation of the student's self-image and his self-esteem as an Indian or Eskimo and to increase the effective involvement of Indian and Eskimo adults in the formulation of educational policy for their children. [Not available in hard copy due to marginal legibility of original document.] (BD)

ED 040 777 RC 004 392

Kuvlesky, William P. Patella, Victoria M.
Strength of Ethnic Identification and Intergenerational Mobility Aspirations Among Mexican American Youth.
 Texas Agricultural Experiment Station, College Station.

Spons Agency—Department of Agriculture, Washington, D.C.
 Pub Date 28 Mar 70

Note—32p.; Paper presented at the Southwestern Sociological Association meetings, Dallas, Texas, March 26-28, 1970

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Bilingualism, *Cultural Factors, Cultural Traits, Ethnic Groups, Family Background, *High School Students, *Language Ability, *Mexican Americans, *Occupational Aspiration, Racial Characteristics, Sex Differences, Socioeconomic Status, Spanish Speaking

Identifiers—Texas

Utilizing Talcott Parsons' data from a 1967 study of 4 South Texas counties, the present study involves 596 Mexican American high school sophomores and is based on Parsons' assertion that Spanish American subculture is characterized by the particularism-ascription value pattern. In keeping with this, the present study hypothesized that degree of identification with Mexican American subculture is inversely related to desire for upward intergenerational mobility. Ethnic identification was indicated by an index of the use of Spanish in a variety of situations, and aspiration for intergenerational mobility was measured through cross-classification of the respondent's long-run occupational aspirations with job of main breadwinner in his family. Comparative analysis of "upwardly mobile" and "nonmobile" respondents (by ethnicity, socioeconomic status, and sex) as well as comparison of ethnicity scores (by degree of mobility projected for each socioeconomic type by sex) did not support the hypothesis. A concluding discussion is presented of a number of alternatives and their theoretical implications as to whether language usage and occupational achievement could be possible indicators of Mexican American ethnicity. (Author/EL)

ED 040 778 RC 004 397

Education Review 1966-67. Northwest Territories and Arctic Quebec.

Canadian Dept. of Indian Affairs and Northern Development, Ottawa (Ontario).

Pub Date 68

Note—27p.

Available from—Education Division, Northern Administration Branch, Department of Indian Affairs and Northern Development, Ottawa, Ontario (Cat. No.: R71-4/1967)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Adult Education, *American Indians, *Annual Reports, *Curriculum, *Educational Development, *Eskimos, Planning, Private Financial Support, Research, Teachers, Vocational Education

Identifiers—Arctic Quebec, Northwest Territories

The 1966-67 school year was described in this report, which starts with a descriptive comment about the pupils, their distribution in the region, and the spread across different grades. It was noted that the northern curriculum blended content with the social and cultural heritage of the native peoples and took into account differences between the various regions in determining additions to the basic core courses. Recruiting of teachers was facilitated by the excessive number of applications received. All teachers selected were fully qualified, usually possessed teaching experience, and were adaptable to a variety of environmental conditions. During the school year, several construction projects were completed, adding classroom space, and plans were completed or work was begun on a total of 46 more classrooms throughout the region. In addition, a total of 854 residents participated in vocational education courses. Grants, awards, and scholarships were made available to students, and adult education programs were provided in a wide variety of subjects. The report closes explaining that the educational system is the joint responsibility of the Canadian Federal Government and the Government of the Northwest Territories. (BD)

ED 040 779 RC 004 405

Goard, Dean S., Comp. Dickinson, Gary, Comp.
Rural British Columbia. A Bibliography of Social and Economic Research (Special Study #5).
 University of British Columbia, Vancouver (Canada).

Pub Date 70

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Adult Education, Age, *Bibliographies, Community Characteristics, *Economic Factors, Education, Indexes (Locators), *Research, *Rural Areas, *Social Factors

Identifiers—*British Columbia

The bibliography cites social and economic research pertaining to rural British Columbia. Some 286 entries cover research from before 1940 through 1969. Analysis of the entries by date and source of publication precedes the main list of entries, which is arranged alphabetically by author. Separate indexes are included for author, subject, and geographical area. It is noted that the departments of the provincial government have published 28.0% of the entries listed, compared to 11.9% for the federal government departments and 2.1% for the municipal governments. Student theses account for 21.7%, journal articles 15.8%, and university publications 14.3%. A list is given of Socio-Economic Survey Reports on 14 locations throughout British Columbia and of special studies on (1) the influence of education and age on participation in rural adult education, (2) community structure and participation in adult education, and (3) socioeconomic factors related to farm size, farm income, and efficiency. (BD)

ED 040 780 88 RC 004 409

Resident Outdoor Education. Policies, Procedures, and Planning.

Tri-District Outdoor Education, Worthington, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date 69

Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—Camp Counselors, Educational Finance, *Elementary School Students, Facilities, *Federal Programs, Leadership, *Outdoor Education, Program Planning, *Resident Camp Programs, Scheduling, *Secondary School Students

Identifiers—*Ohio, Worthington

One of the main emphases of the Tri-District Outdoor Education Project, funded under Title III of the Elementary and Secondary Education Act, was the development of a resident outdoor education program for both elementary and secondary students. This report includes the various procedural phases of their program development such as facility selection, financial procedures, and staffing, as well as pre-camp and post-camp followup activities. The appendix includes sources of activities, schedule samples, and sample forms used at the camp. (LS)

ED 040 781 RC 004 411

Weidmann, Wayne H. Fuguitt, Glenn V.

Menominee: Wisconsin's 72nd County.

Wisconsin Univ., Madison. Dept. of Rural Sociology.

Pub Date Apr 63

Note—38p.; Population Note #3

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Adult Education, *American Indians, *Census Figures, Community Characteristics, County Officials, Educational Opportunities, Employment Opportunities, *Government Role, *Low Income Counties, Lumber Industry, Population Trends, Rural Areas, Schools, Socioeconomic Influences

Identifiers—*Wisconsin

Menominee Indian Reservation became a county after the 1960 Census of Population; therefore, data for the county as a unit were distributed throughout the census publication and appeared as civil division tabulation. This 1963 report attempts to compile these data, as well as data from previous census publications, and present them in easily accessible form. Part I describes the population characteristics and gives historical information on the change from a reservation, administered by the Bureau of Indian Affairs, to a

county. Part II discusses the people of Menominee County in terms of such variables as age, racial composition, marital status, family characteristics, education, employment, and housing. It is concluded that the people in the county face many problems, some due to the small population and some due to the fact that the major source of income and revenue is concentrated in the lumber industry. It is suggested that the Menominee people may need the continued guidance of governmental officials or agencies while they are learning to administer their own affairs after being under Federal supervision for several generations. [Not available in hard copy due to marginal legibility of original document.] (AN)

ED 040 782 RC 004 413

Basic Steps in Planning Resident Outdoor Education Programs.

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Pub Date 1 Sep 69

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Activities, Conservation Education, Curriculum Design, Interdisciplinary Approach, *Outdoor Education, *Planning, *Program Development, *Resident Camp Programs, Scheduling, Teacher Role, Teaching Guides

Intended to serve as a planning guide for teachers who become involved for the first time in the resident camping phase of an outdoor education program, this document answers the question of where to initiate the planning process and what sequential form the process should follow. Site familiarization is the first step to be taken, and information from this step can be used later in student-parent orientation. Selection and organization of the curriculum come next and rely heavily on local resources and the needs of the student who should be involved in this step. Time scheduling is next and includes items which are constant such as mealtimes, activity periods for the major portion of the day, evening programs, and inclement weather provisions. Organization and scheduling of student duties, such as dining hall chores and bunk cleaning, complete the list. A final suggestion is to use checklists so that nothing will be overlooked in preparing for smooth program operation. (BD)

ED 040 783 88 RC 004 415

Schmieder, Hy

Title III Project in Outdoor and Conservation Education; School Districts, Town of North Hempstead. Project Summary Report.

Great Neck Public Schools, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date 2 Sep 69

Grant—OEG-I-7-66-2624-0298

Note—71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—Administration, *Conservation Education, Curriculum, Ecology, *Evaluation, *Outdoor Education, Personnel, *Program Descriptions, *Resident Camp Programs, Sciences

Identifiers—*New York, North Hempstead

The document contains Part II, Narrative Report for End of Budget Period, and Part III, End of Year Evaluation Report, for the school districts of North Hempstead, New York. During the period from September of 1968 to September of 1969, under funds from Title III of the Elementary and Secondary Education Act, the North Hempstead districts began the third year of operating this project on outdoor and conservation education. The major outcome of the third year was expansion of the resident school camping program to include more students and more districts. Approximately 8700 students participated in at least 1 of the 184 experiences provided for them during the third year. Curriculum extensions were recommended for social studies, camping skills, marine biology, ecology, nature study, astronomy, meteorology, and geology. A handbook of sites, recommended activities, suitable grade levels, and pertinent planning information was developed and distributed. Other positive results included streamlining of the objectives and improved techniques of project evaluation. (BD)

ED 040 784 RC 004 423

Hoffman, Virginia Johnson, Broderick H.
Navajo Biographies.
Rough Rock Demonstration School, Chinle, Ariz.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date 70

Note—342p.

Available from—Navajo Curriculum Center, Rough Rock Demonstration School, Rough Rock Rural Branch, Chinle Post Office, Chinle, Arizona 86503 (\$12.50)

Document Not Available from EDRS.

Descriptors—*American Indians, *Biographies, *Curriculum Enrichment, Federal Troops, *History, Illustrations, Navaho, *Resource Materials, Spanish Culture
Identifiers—*Navajo Indians

Presented here is a collection of the life stories of 15 famous Navajo leaders. The document explores the eventual, often tragic, history of the Navajo Tribe from the time of Narbona (1773), when Navajoland was Spanish territory, to the present. The document presents this historical account in a manner that reflects the pride and dignity of the "Dine," as the Navajos call themselves. Through all the biographies, there is a chronological continuity which gives clarity to the history of the Navajos and their relations with the outside world. The writing is intended for the student as well as the adult reader. Accumulation of the information was obtained through interviews with Navajo leaders and descendants of past leaders and through historical documents. Also included are a pronunciation guide for Navajo and Spanish words and a bibliography for the first 9 biographies. (EL)

ED 040 785 RC 004 425

Levine, Stuart, Ed. Lurie, Nancy Oestreich, Ed.
The American Indian Today.
Pub Date Apr 68

Note—229p.

Available from—Everett/Edwards, Inc., 133 South Pecan Avenue, Deland, Florida 32720 (\$12.00)

Document Not Available from EDRS.

Descriptors—*Acculturation, *American Indians, Culture, *Education, *Ethnic Relations, History, *Nationalism, Political Attitudes, Self Concept, Socioeconomic Influences

A nationalistic movement among the American Indians is the focal point of this document. The renewed desire among Indians for economic self-development and increased ethnic distinctiveness is pointed out. The document refers to the new movement as the "Indian Renaissance" and notes that it is most evident in the development of a stronger tribal government and pan-Indian (an expression of a new identity) political organization. Several tribes throughout the nation are pointed out as cases in point in the movement. Historical background of the Indian is given, and his relationship with the Federal Government through the Bureau of Indian Affairs is reviewed. In conclusion, a brief resume is given on each of the 13 authors whose work was contributory to this document. (EL)

ED 040 786 RC 004 426

Astrov, Margot, Ed.
American Indian Prose and Poetry. An Anthology.
Pub Date 62

Note—366p.

Available from—Putnam's, Inc., P. Sons, 200 Madison Avenue, New York, N.Y. 10016 (\$2.45 in U.S.A.); Longmans Canada Limited, 55 Barber Greene Road, Don Mills, Ontario (\$1.60 in Canada)

Document Not Available from EDRS.

Descriptors—*American Indians, *Anthologies, *Folklore Books, Legends, Literature, *Poetry, *Prose, Tribes

In this anthology of translations of American Indian prose and poetry, it is pointed out that differences in styles and mental attitudes of various tribes are reflected through self-expression. In keeping with this, the compilation is organized according to geographical regions in North and South America, including Mexico and Central America. Regions and the number of entries from each are as follows: 55 from the Northern Woodlands, the Basin Area, and the Great Plains; 3 from the Southeast; 20 from southwestern deserts; 14 from the pueblos in New Mexico and Arizona; 10 from California; 13 from the

Northwest; 7 from the Far North; 9 from Mexico; 4 from Central America; and 7 from Peru. Included in the document are 14 pages of bibliography, 5 pages of index, and 315 titles of other books available by the same publisher, with a price listing for each book. (EL)

ED 040 787 RC 004 427

Ormsby, Virginia H.
What's Wrong with Julio?
Pub Date 65

Note—29p.

Available from—J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105 (\$2.95)

Document Not Available from EDRS.

Descriptors—*Bilingual Education, Bilingual Teachers, *Childrens Books, *English (Second Language), Non English Speaking, Parent Participation, *Parent School Relationship, *Spanish Speaking, Teaching Methods

Julio is a Spanish-speaking child, along with other Spanish speakers, in an American school where the first language is English. Problems encountered by him, in addition to the language barrier, are exemplified in this young reader's book. The need for parental support and participation in the school life of a youngster, particularly with the bilingual child, is pointed out. Illustrations complement the narrative on every page, and Spanish words and names are interspersed throughout to relate to the Spanish speaker and to acquaint the non-Spanish speaker with differences between the 2 languages. (EL)

ED 040 788 RC 004 428

Seasonal Agricultural Labor in Oregon.

Oregon State Univ., Corvallis.

Spons Agency—Oregon

Pub Date 11 Dec 68

Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—*Agricultural Laborers, Early Childhood Education, Housing Deficiencies, Legislation, *Living Standards, *Migrant Child Education, Population Trends, Programs, Rural Education, *Seasonal Laborers, *Social Services

Identifiers—*Oregon

Requested by the governor of Oregon, this 1968 report focuses on seasonal agricultural labor in Oregon. The task force, appointed by the president of Oregon State University, reported on the following areas: (1) the problem in terms of potential unionization, population trends, existing state programs and agencies for the migrants; (2) regulations and factors pertaining to working conditions and contractual arrangements; (3) education; (4) shelter; (5) health services and nutrition; and (6) economics of crop production in Oregon. For each area studied, conclusions and recommendations are given. (LS)

ED 040 789 RC 004 431

Swickard, Sara R. And Others
Language Arts and the Migrant Child, Diagnosis and Prescription.

Michigan State Dept. of Education, Lansing.

Pub Date 69

Note—199p.

EDRS Price MF-\$1.00 HC-\$10.05

Descriptors—*Curriculum Guides, *Early Childhood Education, Educational Games, *Elementary Grades, English (Second Language), Kindergarten, *Language Arts, Learning Activities, Learning Readiness, *Migrant Children, Preschool Education, Reading Instruction, Reading Readiness, Speech Improvement, Vocabulary Development, Vocal Music, Writing Skills

Goals, activities, methods, and techniques are suggested in this 1969 document for improving instruction in the language arts for the migrant child. The first of the 3 sections of the book deals with those behavioral goals of particular significance for teachers working with nursery, kindergarten, and beginning first-grade children. The second section emphasizes desirable goals to be attained during initial reading instruction for the first through third grades. A third section concentrates on those language behaviors desirable for effective performance from the fourth through sixth grades. Each listing of goals is accompanied by a group of suggested ways of working toward these goals. A color-coordinated section is included which contains games and activities to facilitate meeting the needs of a child's particular problem. The last section also includes a list of

some sounds and language patterns which are difficult for the migrant child for whom English is a second language. (AN)

ED 040 790 RC 004 434

Dik, David W. And Others

Special Program Report. Meeting the Needs of Migrant Families.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.

Pub Date 68

Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Art Education, Clothing Instruction, Conservation Education, Extension Agents, *Extension Education, Family Life Education, Foods Instruction, Handicrafts, *Home Economics Skills, *Learning Activities, *Migrant Adult Education, *Migrant Child Education, Recreation, Summer Programs

Identifiers—New York State

Meeting the needs of migrant families through the Orange County Extension's 4-H and Home Economics Divisions is the theme of this 1968 report compiled by New York State Cooperative Extension Service. The objectives of both extension divisions include providing opportunities for migrant women and youths to learn by doing projects which help them improve their self-confidence, leadership abilities, and home and family living. A summer program set up to carry out these objectives was designed. Youths were offered a 6-week program in food, clothing, arts and crafts, recreation, and conservation, while adults took part in an 8-week session on grooming, foods and nutrition, storage techniques, and clothing construction. Volunteer workers helped fill staff needs, along with 2 extension home economists and the director of Migrant Family Clinic. The program effort was reported to be extremely successful, and it was suggested that a continual effort to cross cultural, racial, economic, and geographic lines would hasten better understanding between migrants and the community. (AN)

ED 040 791 RC 004 435

Lewis, Charles A., Jr.

Outdoor Education: A Summary of Basic Concepts and Factors Influencing Its Growth and Development in New York State.

Pub Date Aug 69

Note—55p.

Available from—Dr. Charles Lewis, P. O. Box 142, Northport, New York 11768 (\$3.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Conservation Education, *Curriculum, *History, Objectives, *Outdoor Education, *Recreation Legislation, *Resident Camp Programs

Identifiers—New York State

Validated by a jury of experts, 17 basic concepts of outdoor education have been included as the generally accepted principles of outdoor education. The contents of this monograph serve as a guide to the historical data on specific factors and events which influenced the development of outdoor education in the State of New York. While not treating specific programs in depth, the attempt was made to capture a broad-based pattern of growth and development. [Not available in hard copy due to marginal legibility of original document.] (LS)

ED 040 792 24 RC 004 436

Kraus, Georg

Community Background Reports: The Rosebud Sioux Reservation. National Study of American Indian Education, Series I, No. 5, Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date 70

Contract—OEC-0-8-080147-2805

Note—33p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*American Indians, Community Characteristics, *Community Study, *Demography, Early Childhood Education, Educational Facilities, *Educational Programs, Educational Trends, Population Trends, Power Structure, *Socioeconomic Background

Identifiers—Sioux Indians, *South Dakota

As part of the Final Report of the National Study of American Indian Education, this document depicts the demographic, socioeconomic, educational, and social aspects of the Rosebud Sioux Reservation in and around Mission, South Dakota. Specific emphasis is given to recent history, economy, problems and issues, and the educational environment of the community as related to the Indian population. Additionally, the 2 existing local education agencies, St. Francis Indian School (private) and the Mission Public Schools, are contrasted. The cooperativeness of the Bureau of Indian Affairs and other community and Indian agencies is also described. Two maps, 2 graphs, and 3 charts are included. [Not available in hard copy due to marginal legibility of original document.] (AL)

ED 040 793 24 RC 004 437

Mueller, Wolfgang

Community Background Reports: The Cheyenne River Sioux Reservation, South Dakota. National Study of American Indian Education, Series I, No. 6, Final Report.

Chicago Univ., Ill.

Spons Agency—Colorado Univ., Boulder. Inst. of Behavioral Science.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date Dec 69

Contract—OEC-0-8-080147-2805

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Action Programs (Community), Adult Education, *American Indians, *Community Characteristics, *Educational Trends, Employment Opportunities, Field Interviews, Health, Living Standards, Parent School Relationship, School Administration, School Community Relationship, *Social Factors, Socioeconomic Background, Students

Identifiers—Sioux Indians, *South Dakota

As a part of the Final Report of the National Study of American Indian Education, this document describes the town of Eagle Butte, South Dakota, on the Cheyenne River Sioux Reservation approximately 100 years after the signing of the 1868 Treaty with the Sioux. A 3-member research team collected data via interviews with students, parents, teachers, administrators, and influential persons. Historical background, physical features, tribal government, economic and employment opportunities, and community action programs are discussed, as are housing, health, social services, and recreation. Aspects of education related to the administration, teachers, students, curriculum, physical facilities, relations with parents and community, and adult education are explored. Maps and tables pertinent to the reservation are included. (AN)

ED 040 794 24 RC 004 438

Humphrey, Theodore R.

Community Background Reports: Blackfeet Indian Reservation, Browning, Montana. National Study of American Indian Education, Series I, No. 7, Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date 70

Contract—OEC-0-8-080147-2805

Note—35p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Agency Role, *American Indians, *Community Study, Curriculum, Demography, Economic Factors, *Educational Problems, *Educational Resources, Living Standards, Social Services, *Sociocultural Patterns

Identifiers—Blackfeet Indians, *Montana

A 4-man field team from the University of Colorado, under the auspices of the National Study of American Indian Education, spent 6 weeks in the Blackfeet Indian Reservation, Montana, in the fall of 1968. The team studied the public school system of Browning, Montana, the major town on the reservation and reported on educational facilities, enrollment, teacher characteristics, and curricular offerings. Some of the problems noted include inadequate housing for teaching staff, limited boarding facilities for students, inadequate educational facilities, limited curricular offerings, and high operational expenses. Background information covering physical, social, and economic aspects of the area is also

presented. A bibliography with emphasis on the Blackfeet Indians is included. [Not available in hard copy due to marginal legibility of original document.] (JH)

ED 040 795 24 RC 004 439

Humphrey, Theodore

Community Background Reports: Cut Bank, Montana. National Study of American Indian Education, Series I, No. 8, Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date Dec 69

Contract—OEC-0-8-080147-2805

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Agriculture, *American Indians, *Community Study, Demography, Economics, *Education, History, *National Surveys, Petroleum Industry, Physical Environment, *Socioeconomic Influences

Identifiers—Blackfeet Indians, *Montana

As a part of the Final Report of the National Study of American Indian Education, this paper is a report on the community of Cut Bank, Montana. Data were collected in the fall of 1968, when a 4-member team from the University of Colorado made a 6-week study at the Blackfeet Indian Reservation. General factors studied were location, physical environment, history, population, economy, social conditions, political organization, information media, and religion. The team also examined the educational system in terms of its history, administration, the school board, the dropout problem, curricula, parents, innovations, and overall trends. Where feasible, the role of the Indian student is specifically mentioned in the document. Recommendations are not included in the document, but trends are cited. (BD)

ED 040 796 24 RC 004 440

Michener, Bryan P.

Community Background Reports: Shonto Boarding School and Community, Shonto, Arizona. National Study of American Indian Education, Series I, No. 9, Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date Jan 70

Contract—OEC-0-8-080147-2805

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*American Indians, Attitudes, *Boarding Schools, *Board of Education Role, Curriculum, English (Second Language), Guidance Personnel, Health Personnel, Objectives, School Aides, *School Community Relationship, *School Organization, Socioeconomic Background, Teachers

Identifiers—*Arizona, Navajo Indians

As a part of the Final Report of the National Study of American Indian Education, this document presents the findings of the study team from the University of Colorado who spent a month at the Shonto Boarding School in 1969. Additional information was collected during brief visits and during a 1-week stay by the team leader who was at the reservation to share some of the preliminary findings with the personnel at the school. The history, geography, economy, and attitudes of the community are described as they relate to the boarding school. The structure of the school, staffing pattern, and selection procedures of local school board members are included, as are the Navajo educational goals and facts relating to curriculum of the school. (LS)

ED 040 797 24 RC 004 441

Harkins, Arthur M. And Others

Public Education of the Prairie Island Sioux: An Interim Report. National Study of American Indian Education, Series I, No. 10.

Chicago Univ., Ill.; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date Dec 69

Contract—OEC-0-8-080147-2805

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—Acculturation, Achievement, *American Indians, Attendance, *Community Study, Cultural Factors, Dropouts, *Education, Higher Education, *Parent Attitudes, School Administration, *School Community Relationship, Socioeconomic Influences, Student Attitudes, Vocational Education

Identifiers—*Minnesota, Sioux Indians

As a part of the Final Report of the National Study of American Indian Education, this study was conducted at the Prairie Island Indian Reservation located in southeastern Minnesota. The document presents a historical background of the small peninsula (approximately 10 miles long and 2 miles wide) and its inhabitants, the Sioux Indians, which number approximately 25 families (1969). Data were obtained by interviews and questionnaires. Persons interviewed included Indian parents, Indian students, non-Indian students, townspeople, teachers, and school administrators. Factors investigated included low achievement, poor school attendance, and the prevailing attitude of the Indian students and their parents toward education. In conclusion, the document lists 8 tentative recommendations reached through this study, with an overriding theme of an improved communication across intercultural barriers. Appended are data regarding legislation for the Indians, statistics on education of the Indians, and scholastic records of Indian students in the study. (EL)

ED 040 798 24 RC 004 442

Havighurst, Robert J.

Mental Development and School Achievement of American Indian Children and Youth. The National Study of American Indian Education, Series IV, No. 3, Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date Jun 70

Contract—OEC-0-8-080147-2805

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Academic Achievement, *American Indians, Early Childhood Education, Economically Disadvantaged, *Education, Environmental Influences, Language Handicapped, Non English Speaking, *Socioeconomic Background, Testing, *Underachievers

As a part of the Final Report of the National Study of American Indian Education, this study points out that there are no reasons to suppose that Indian children are basically or genetically less or more intelligent than other children. It is noted that the low achievement of the Indian children at certain grade levels is related to the child's limited experiences and is compounded by the family's socioeconomic circumstances. The study points out that most studies (except 2) place Indian children just below the national norms during the first few grades. Evidence derived from this study is presented in tables. Conclusions point out that the pattern of low achievement of the Indian children is similar to that of other low-income and non-English-speaking children. (EL)

ED 040 799 32 RC 004 444

Migrant Education Institute.

Learning Institute of North Carolina, Durham.

Spons Agency—North Carolina State Board of Education, Raleigh. Dept. of Public Instruction; Office of Education (DHEW), Washington, D.C.

Pub Date May 70

Note—52p; Workbook for Migrant Education Institute (Greensboro, North Carolina, March 22-27, April 19-24, May 10-15, 1970)

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Consultants, Course Descriptions, Evaluation, *Institutes (Training Programs), Instructional Programs, Interaction, *Migrant Education, Objectives, Observation, *Program Planning, Resource Materials, *Staff Improvement

Three institutes for staff members of migrant education programs were held in the spring of 1970. The purpose of the institutes was to afford an opportunity for participants to share ideas about past migrant programs and to participate in planning summer programs for 1970. Consultants from the Learning Institute of North Carolina and the North Carolina State Department of Public

Instruction were used extensively to assist participants in planning programs to meet local needs. Institute objectives, schedules, course descriptions, and evaluation forms are presented in this document. Evaluation results are included for 2 of the 3 institutes, and lists of children's books for migrant programs and consultants participating in the institutes are appended. (JH)

ED 040 800 RC 004 445

Porter, Pearl
Children of the Harvesters: A Study in Migrant Education.

Pub Date 69
Note—132p.
Available from—Pearl Porter, 707 Buchanan Ave., Lehigh Acres, Florida 33936 (\$3.00)

Document Not Available from EDRS.

Descriptors—Educational Research, Health, Housing, *Legislation, *Migrant Children, *Migrant Education, Migrant Workers, Migration Patterns, Motivation, Objectives, Recruitment, Self Concept, *Socioeconomic Influences, *Teaching Guides

The economic and social background of migrant farm workers in America; the environments in which they live, work, and are educated; and their general relationship to laws relevant to them form the first part of this book. Part II examines the education of migrant children, the results of poverty and deprivation, the characteristics of the migrant child, and attitudes toward education which are explored in terms of legislative remedies. The objectives and responsibilities of the schools, methods of evaluating the child, and other factors of learning and understanding such as motivation and self-concept are presented. Classroom techniques and ideas are listed and discussed. The book concludes with suggestions for compensatory education and with a glossary of terms unique to the migrant's vocabulary. (BD)

ED 040 801 RC 004 446

Swanson, Gordon
Organization and Administration of Vocational Education for Rural Areas.

National Center for Occupational Education, Raleigh, N. C.
Pub Date 7 Apr 70

Note—13p.; Paper presented at National Training Institute for Vocational and Related Personnel (Auburn, Alabama, April 7, 1970)

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Administrative Problems, Agency Role, *Comprehensive High Schools, *General High Schools, Low Income Groups, Population Trends, Regional Programs, *Rural Education, *Rural Urban Differences, School Organization, Urbanization, *Vocational Education

Presented in 1970 at the National Training Institute for Vocational and Related Personnel, this paper discusses the current and severe problems of rural America. It is noted that, although declining, the American rural population is one of the world's largest rural populations. The document states that the obvious characteristics of rural America are its poverty and low level of public services. A comparison is made between rural America's attempt to provide vocational and technical education through adherence to a system of comprehensive schools and the attempt by cities to satisfy vocational education needs by way of specialization. The organizational and administrative problems of vocational education in rural areas are discussed, and conclusions are made that suggest the need for state and locally supported Federal action to achieve equality of educational opportunity. (AN)

ED 040 802 RC 004 447

Administrators' Conference on Scheduling.
Oregon State Board of Education, Salem.

Pub Date 31 Mar 70
Note—49p.; Proceedings of Administrators' Conference (Marion Hotel, Salem, Oregon, March 30 and 31, 1970)

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—*Conference Reports, Flexible Scheduling, *Innovation, *Planning, Released Time, School Planning, *School Schedules, *Small Schools, Time Blocks, Year Round Schools

Proceedings of the Administrators' Conference on Scheduling, sponsored by the Oregon Small Schools Program and conducted in March of 1970, comprise this document. Purpose of the

conference was to examine methods, techniques, and philosophies relating to possible benefits of restructuring Oregon's small school environments. Presentations include: a general overview of scheduling in the small school, an example of block scheduling, flexible block scheduling, a weekly demand schedule, functional scheduling, hand-generated modular scheduling, a proposed 12-month 4-days-a-week scheduling model, and a conference summary and challenge. Specific references are made to the importance of the school schedule and to the need for adequate planning and inservice training of teachers if changes in the school scheduling method are to be implemented. Eleven illustrations, a list of conference participants, and an evaluation report are included. (AL)

ED 040 803 24 RC 004 448

A Comprehensive Planning Guide; SEL Pathways to Better Schools. SEL Pathway Series, Vol. 1.

Southeastern Education Laboratory, Atlanta, Ga. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2869
Pub Date Mar 70
Contract—OEC-2-7-062869-3077

Note—204p.

EDRS Price MF-\$1.00 HC-\$10.30

Descriptors—Community Characteristics, *Educational Disadvantage, *Educational Needs, Facility Guidelines, Financial Support, *Instructional Improvement, *Program Planning, *Rural School Systems, School Administration, School Personnel, Special Services

In an effort to lend technical assistance to rural isolated school systems, the Southeastern Education Laboratory has developed a series of materials and strategies to bring all available resources to bear on local educational problems. First in a series of 7, the "Comprehensive Planning Guide" was developed to assist local school planners in assessing educational needs and in systematically planning strategies to meet these needs. The guide includes (1) instructions for a survey and inventory of needs, (2) establishment of need priorities and suggestions for allocation of resources, and (3) ways to plan program action. School administration, the community, the instructional program, personnel, facilities, special services, and finance are discussed in separate chapters. Tables, charts, and sample forms and questionnaires are included. (JH)

ED 040 804 24 RC 004 449

An Organization for Instruction Program; SEL Pathways to Better Schools. SEL Pathway Series, Vol. 2.

Southeastern Education Laboratory, Atlanta, Ga. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2869
Pub Date Mar 70
Contract—OEC-2-7-062869-3077

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—Educational Disadvantage, Educational Finance, Elementary Schools, Evaluation, Facilities, Federal Aid, *Financial Support, *Guidelines, Individualized Instruction, Innovation, *Instructional Programs, Needs, Objectives, Professional Personnel, *Program Proposals, Project Applications, *Rural School Systems, Tax Effort

In 1968, the Southeastern Education Laboratory began a project to provide technical assistance to rural isolated school systems with problems in education. From the project came 7 illustrative Title III proposals, 5 of which have been funded by the U. S. Office of Education. This guide, then, provides ideas for local school planners and proposal writers in terms of content and organization of a written Title III proposal. Using a programmed format, the guide is divided into Case Commentary (found on the left sides of the pages) and Illustrative Case (appearing on the right sides of the pages). Content includes Title III guidelines, suggested references, ideal statement, and a critique of the strengths and weaknesses of the illustrative case which, in this volume, centers on an exemplary elementary school program that provides customized quality education for each child. Using this guide along with the other volumes in the series, rural isolated school systems should be better able to identify strategies that will alleviate the problems of educational disadvantage. (BD)

ED 040 805 24 RC 004 450

An In-service Training Program; SEL Pathways to Better Schools. SEL Pathway Series, Vol. 3.

Southeastern Education Laboratory, Atlanta, Ga. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2869
Pub Date Mar 70
Contract—OEC-2-7-062869-3077

Note—90p.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—Community Characteristics, Contracts, *Educational Disadvantage, Educational Needs, Evaluation Methods, Facilities, Financial Support, Information Dissemination, *Inservice Education, Instructional Improvement, Objectives, Program Planning, *Program Proposals, Project Applications, *Racial Integration, *Rural School Systems, Tax Effort, Teacher Qualifications, Teaching Procedures

In 1968, this inservice training program was designed to assist administrators of rural school districts and economically poor districts in alleviating educational disadvantage in the Southeast and in the nation. In proposal writing, it is suggested that this manual on the inservice training program would be used to best advantage in conjunction with a state Title III guidelines manual and other resources after careful assessment of needs, priorities, and resources. Information in the document is separated into 2 major divisions: (1) Case Commentary and (2) Illustrative Case. The illustrative case in this volume of the series is a program to maintain, under conditions imposed by desegregation, a school climate where teachers and students can interact in a secure, wholesome, and growth-producing manner. Illustrative proposal format calls for statistical data as well as for narrative related to (1) the community; (2) statement of need; (3) objectives; (4) procedures; (5) planning; (6) evaluation; (7) dissemination; (8) qualifications of professional personnel; (9) facilities, materials, and equipment; (10) subcontracting; and (11) tax effort. Financial data related to proposed budget and actual expenditures, as well as assurances for initial application, are also to be included. A bibliography is appended. (AN)

ED 040 806 24 RC 004 451

A Reading Program; SEL Pathways to Better Schools. SEL Pathway Series, Vol. 4.

Southeastern Education Laboratory, Atlanta, Ga. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2869
Pub Date Apr 70
Contract—OEC-2-7-062869-3077

Note—105p.

EDRS Price MF-\$0.50 HC-\$5.35

Descriptors—*Educational Disadvantage, Educational Needs, Elementary Schools, Facilities, Financial Support, Guidelines, Instructional Improvement, Instructional Materials Centers, *Program Planning, *Program Proposals, *Reading, Resource Materials, *Rural School Systems, School Administration, School Personnel, Special Services, Teacher Education

Since 7 volumes make up the Southeastern Education Laboratory's SEL Pathway Series, SEL suggests that Volume 1, "Comprehensive Planning Guide," be used before any other volume in this series which is designed to assist local school planners in assessing their needs and systematically planning strategies to meet these needs. The present document, "A Reading Program," is illustrative in nature and is intended to suggest ideas to local planners about the content and organization of a written Title III proposal. The reading program described in the document is presented according to the Title III format of the "Pace Manual" and therefore is programmed for the reader. The information is separated into 2 major divisions: (1) Case Commentary and (2) Illustrative Case. The illustrative case suggests the type of content necessary, and the case commentary serves to assist the planner in making the presentation of his plan qualitatively and quantitatively better. The illustrative case in this volume has as its general objectives the improvement of reading skills of elementary school children, the training of teachers to improve teaching of reading, and the provision of an exemplary plan for improving reading in a rural isolated setting. A list of language materials and a bibliography are appended. (LS)

ED 040 807 24 RC 004 452

A Dropout Reduction Program; SEL Pathways to Better Schools; SEL Pathway Series, Vol. 5.
Southeastern Education Laboratory, Atlanta, Ga.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No—BR-6-2869
Pub Date Apr 70
Contract—OEC-2-7-062869-3077
Note—107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors—*Dropout Programs, Educational Disadvantage, Educational Finance, Evaluation Techniques, *Federal Programs, Guidelines, *Planning, *Program Proposals, Project Applications, *Rural School Systems, Technical Writing

"A Dropout Reduction Program" is Volume 5 in a series of 7 guides which were prepared by the Southeastern Education Laboratory to assist rural school districts—especially in Georgia, Alabama, South Carolina, Mississippi, Florida, and Tennessee—in planning and writing acceptable Title III proposals under the Elementary and Secondary Education Act. The approach of the document is the contrastment of an actual planning proposal for a dropout reduction program with a case commentary consisting of (1) Title III guidelines, (2) suggested references, (3) ideal statement, and (4) critique. The program described in the document proposes to reduce the dropout rate by providing a relevant curriculum for students; by involving parents and community in cooperative assessment, planning, and implementation of the program; by providing individualized schedules; and by initiating counseling and guidance programs to meet the needs of potential dropouts and returnees. Each section of the illustrative proposal is reviewed and evaluated. Two bibliographies are appended, the first for the illustrative case and the other, a supplementary, for the case commentaries. (AL)

ED 040 808 24 RC 004 453

A Preschool Training Program; SEL Pathways to Better Schools. SEL Pathway Series, Vol. 6.
Southeastern Education Laboratory, Atlanta, Ga.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No—BR-6-2869
Pub Date May 70
Contract—OEC-2-7-062869-3077
Note—115p.

EDRS Price MF-\$0.50 HC-\$5.85

Descriptors—Cognitive Development, Curriculum Development, Educational Disadvantage, Evaluation Techniques, *Federal Programs, Individualized Instruction, Planning, *Preschool Programs, *Program Proposals, *Project Applications, *Rural School Systems, Technical Writing

"A Preschool Training Program" is Volume 6 in a series of 7 guides prepared by the Southeastern Education Laboratory to assist rural school districts, especially in the Southern States, in writing acceptable Title III proposals under the Elementary and Secondary Education Act. The document presents a planning proposal which was funded, along with a case commentary evaluating the strengths and weaknesses of the illustrative proposal. The program described in the document seeks (1) to implement a 3-year sequential curriculum based upon concepts and structure basic to the cognitive development of young children, (2) to change the traditional roles and functions of the student and teacher, (3) to accommodate individual differences in learning, (4) to involve parents in cognitive development of their children, and (5) to allow teachers to work with small groups by using paraprofessionals. Additional specific suggestions and reference resources are cited, and 2 bibliographies are presented, the first for the illustrative case and the other, a supplementary one, for the case commentaries. (AL)

ED 040 809 24 RC 004 454

A Communication Skills Program; SEL Pathways to Better Schools; SEL Pathway Series, Vol. 7.
Southeastern Education Laboratory, Atlanta, Ga.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No—BR-6-2869
Pub Date May 70
Contract—OEC-2-7-062869-3077
Note—84p.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors—*Communication Skills, Community Characteristics, *Educational Disadvantage, *Educational Needs, Facility Guidelines, Financial Support, Instructional Improvement, Language Handicapped, *Program Planning, Program Proposals, *Rural School Systems, School Administration, School Personnel, Special Services, Speech Handicapped

Seven volumes make up the Southeastern Education Laboratory's SEL Pathway Series. SEL suggests that before using any of the series that Volume 1, "Comprehensive Planning Guide," be used to assist the local school planner in assessing needs and systematically planning strategies to meet these needs. "A Communication Skills Program" is illustrative in nature and is intended to suggest ideas to local planners about the content and organization of a written Title III proposal. The program described in the document is intended (1) to provide therapeutic instruction for speech- and language-handicapped children, (2) to train teachers to recognize speech and language problems, and (3) to train teachers to provide followup instruction and support for therapy programs for the speech- and language-handicapped. The illustrative proposal will suggest the type of content necessary, and the critique will serve to assist the planner in making the presentation of his plan qualitatively and quantitatively better. (LS)

ED 040 810 RC 004 456

Texas Migrant Labor. Annual Report, 1969.

Good Neighbor Commission of Texas, Austin.
Pub Date 69
Note—65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—*Agricultural Laborers, *Annual Reports, Braceros, Economics, Education, Foreign Workers, Health, Housing, Industrialization, *Migrant Worker Projects, *Migrant Workers, Migration Patterns, Problems, *State Surveys

Identifiers—*Texas

Among the responsibilities of the Good Neighbor Commission of Texas are (1) a survey of conditions and (2) a study of problems related to migrant labor in Texas. This annual report of the 1969 migrant scene shows the results of that survey and study. Beginning with an overview of Texas migrant labor, which goes back several years and includes a current map of travel patterns, the report takes up Texas agricultural and migrant labor. Migrant programs are cited with descriptions of their goals and funding agencies. The Migrant Farm Labor Center in Hope, Arkansas, is described as an example of a full-service center, for the benefit of the migrant farm worker and his family. Information on alien labor and immigration is presented next and touches on legal and illegal commuting. Current developments are discussed in terms of migrant child education, adult migrant education, migrant teacher preparation, bilingual education, housing, health, border industrialization in Mexico, and migrant economics. Trends in migration and a summary of data complete the report. (BD)

ED 040 811 RC 004 457

Spatial Variations of Educational Opportunity in the Publicly Supported High Schools of Ontario.

Pub Date 1 Apr 69
Note—122p.; Thesis submitted to the University of Waterloo, Ontario, Canada

Available from—Interlibrary loan from the University of Waterloo Library, Ontario, Canada

Document Not Available from EDRS.

Descriptors—Board of Education Role, *Demography, Economic Factors, *Educational Finance, *Educational Opportunities, Facilities, High Schools, *Instructional Staff, Objectives, *Rural Urban Differences, State Standards

Identifiers—Canada, *Ontario

Equality of educational opportunity is a declared aim of the Ontario government. As high schools are one of the most essential links in the educational chain, equality of opportunity in them is vital. This study seeks to establish the causes and consequences of regional variations in educational opportunity with specific reference to publicly supported high schools. Educational opportunity can be defined in terms of physical, staffing, and normative factors. Variations in these either singly or in toto will create inequities. The elements of educational opportunity are

in themselves a function of a group of yet other interrelated factors stemming from the human and physical resources base of the 10 economic regions of Ontario examined. Population density, population growth, and economic growth are positively related, and finances are more readily available in the more urban Ontario areas as opposed to the more rural ones. While inequities exist, there are recommendations which would supplement efforts already expended by the provincial government to achieve equality of educational opportunity for all students in the province. (Author/LS)

ED 040 812 RC 004 458

Costo, Rupert, Ed.
Textbooks and the American Indian.

Pub Date 70
Note—269p.
Available from—The Indian Historian, 1451 Masonic Avenue, San Francisco, California 94117 (\$4.25)

Document Not Available from EDRS.

Descriptors—*American History, *American Indians, Content Analysis, Cultural Interrelationships, Evaluation Criteria, Geography, History Textbooks, *Instructional Materials, Textbook Bias, *Textbook Evaluation, *Textual Criticism

An independent Indian publishing house has been formed to provide classroom instructional materials which deal accurately with the history, culture, and role of the American Indian. This book is a preliminary statement in that publishing program. General criteria, valid for instructional materials from elementary through high school, are applied to textbooks approved for use by Bureau of Indian Affairs schools, public schools, or both. Evaluations written by Indian scholars, historians, or experts in some aspect of Indian culture and history point out inaccuracies and bias in relation to the American Indian. Evaluations are presented for textbooks used to teach American history, state and regional history, government and citizenship, American Indian culture, world history, and reading. A bibliography is included for use by the teacher, the interested scholar, or the upper grade student to develop an understanding of the American Indian in the culture and history of the United States. (JH)

ED 040 813 RC 004 459

Camping Education: An Opportunity for Non-graded Organization, Process Approach, Flexible Scheduling, and Other Features of Quality Education.

Northern Michigan Univ., Marquette. School of Education.
Pub Date Sep 69
Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—Camping, Cooperative Planning, Curriculum, *Educational Programs, *Elementary Grades, Flexible Schedules, Individualized Instruction, Instructional Materials, Learning Experience, *Outdoor Education, Program Evaluation, Questionnaires, *Resident Camp Programs, *Secondary Grades, Student Evaluation, Student Participation

Identifiers—Michigan

Material presented in this document is primarily concerned with those aspects of an educational program which are related to individualized learning, "learning how to learn," direct observation of physical and human phenomena, wide use of educational media, vigorous discussions, and flexible environments. The document is based on the Pierce Camp Program held for 5 days in July of 1969 at the Outdoor Center at Wells State Park in Michigan. Sections on camping education are (1) reasons for the program, (2) curriculum for the program, (3) grouping of students, (4) student participation in planning, and (5) evaluation for the program. Suggested activities, grocery lists, and an evaluation questionnaire are also included. The document contains a bibliography of ERIC documents and their availabilities, and provides annotated citations for other useful publications. Financial details of the 1969 Pierce Camp Program and a sample student handbook are also appended. (AN)

ED 040 814 RC 004 465

Howard, Robert E.
A Historical Survey of the Formation and Growth of Education on the Blackfeet Indian Reservation, 1872-1964.
Pub Date May 65

Note—74p.; Master's Thesis submitted to Western Montana College of Education, Dillon Available from—Interlibrary loan, Library of Western Montana College, Dillon
Document Not Available from EDRS.

Descriptors—*Agency Role, *American Indians, *Boarding Schools, *Bond Issues, *Church Programs, *Day Schools, *Education, *Educational Development, *Federal Programs, *Historical Reviews, *Integration Effects, *Public Education, *Tables (Data)

Identifiers—*Blackfeet Indians

A historical review of education at the Blackfeet Indian Reservation in Montana from 1872 through 1964 is presented in terms of the changes in, and philosophies of, the 3 major educational efforts on the reservation. The beginning of education for the Blackfeet Indians by way of mission schools, along with gradual movement into Federal responsibility, is noted. The document names approximately 32 rural schools and reviews the birth, growth, and death of some of these institutions. The paper points out the gradual withdrawal of the Federal Government and the absorption of responsibility for education of the Indians by the public school system of Montana. The problems arising from this transition are also discussed. A map of schools and roads of Glacier County, Montana (1939) is appended. (EL)

ED 040 815 24 RC 004 471

Coombs, L. Madison

The Educational Disadvantage of the Indian American Student.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2469

Pub Date Jul 70

Contract—OEC-1-6-062469-1574

Note—159p.

EDRS Price MF-\$0.75 HC-\$8.05

Descriptors—*Academic Achievement, *Agency Role, *American Indians, *Attitudes, *Biculturalism, *Bilingual Education, *Boarding Schools, *Community Involvement, *Curriculum Enrichment, *Disadvantaged Youth, *Education, *Educational Disadvantage, *Educational Needs, *Language Handicaps, *Research Reviews (Publications), *Social Problems, *Socioeconomic Background, *Teacher Education

The main body of this research synthesis serves to point out research findings regarding the educationally disadvantaged Indian American school children. The decade of the 1960's is noted to be the significant period in bringing to the attention of educators and the American public the educational problems facing the Indian American. Some of the factors reported to be the underlying causes for the educational retardation of the Indian children include (1) the Federal Government's policy of coercive assimilation which has resulted in disorganization of the Indian communities, (2) a lack of self-fulfillment of Indian students at every age level, (3) the negative self-images of the Indian students, and (4) a lack of understanding of cultural differences on the part of many schools. The study cites the efforts of some schools to combat this problem through implementation of programs that are bicultural and bilingual in nature. The bibliography lists 153 relevant documents, the contents of which are synthesized in the monograph. (EL)

ED 040 816 RC 004 472

Stout, Irving W., Ed.

A Manual for Navajo Community School Board Members.

Arizona State Univ., Tempe.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.

Pub Date 1 Sep 69

Note—116p.

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors—*American Indians, *Boards of Education, *Community Involvement, *Education, *Educational Finance, *Guidelines, *School Administration, *School Community Relationship

Identifiers—*Navajo Indians

In August of 1969, the Navajo Tribe adopted a school code pertaining to the development and operation of Navajo Community School Boards.

The code provided the legal basis for such organization and its operation on the reservation. This document furnishes a broad general outline of the duties and responsibilities of Navajo School Board members. Included in the manual are (1) the proposed resolution of the Navajo Tribal Council, (2) Navajo educational goals, (3) procedures of operation of school boards, (4) a brief history of Navajo education (1870-1960), (5) aims and goals of Navajo community schools, (6) guidelines for establishing school boards, (7) information on board organization and procedures, (8) policies governing all boards, (9) board functions and duties, (10) finance and management data, (11) relationships of the school board, and (12) the Code of Ethics. In conclusion, the document provides an addendum on unification of local school boards in forming a school board association. (EL)

ED 040 817

RE 002 478

Muller, Douglas G.

A Paired-Associates Analysis of Reading Acquisition.

Pub Date Mar 70

Note—36p.; Paper presented at the meeting of the American Educational Research Association, Minneapolis, Minn., Mar. 2-6, 1970

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—College Students, *Communication (Thought Transfer), *Educational Methods, *Education Majors, *Learning Theories, *Paired Associate Learning, *Reading, *Reading Instruction, *Reading Research, *Relationship, *Visual Stimuli, *Word Recognition

A major objective of this study was to seek the relationship of principles derived from traditional paired-associates transfer experiments as applied to the reading task. In this experiment 10 subjects from upper-division education courses, all volunteers, received various types of preliminary training with letter stimuli; then all subjects learned a word reading task and a sentence reading task. The letters, words, and sentences were graphically, as well as aurally, meaningless. The results of this experiment indicated that transfer phenomena in stimulus-compound paradigms were generally consistent with phenomena in more conventional paradigms. This implies, says the author, that a generalized theory of transfer of associative learning is feasible and that this theory could be instrumental in the development of more efficient methods of reading instruction. Further research is recommended. References are included. (NH/Author)

ED 040 818

RE 002 786

Bradmueller, Weldon Ulmer, Curtis

Basic Education and the Adult Migrant.

Northern Illinois Univ., De Kalb.

Pub Date [70]

Note—16p.; Paper presented at the conference of the Association for Children with Learning Disabilities, Philadelphia, Pa., Feb. 12-14, 1970

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Adult Basic Education, *Adult Education Programs, *Illiterate Adults, *Literacy Education, *Migrant Adult Education, *Migrant Education, *Migrant Worker Projects, *Migrant Workers, *Prevocational Education, *Seasonal Laborers

A program of adult academic education and prevocational training for unemployed adult migrant and seasonal workers in central and south Florida is described. Classes were held at nine centers 5 days a week for a total of 420 hours of instruction, and a stipend was awarded to participants. The results of tests that sought the educational characteristics of the workers are given. The mean post-test scores and the mean gain scores indicated steady and significant growth in all areas measured—vocabulary, reading, computation, and problem solving. The answers to questions relevant to the adult migrant as a learner should, the author believes, lead to modification of present programs in adult basic education and to the development of further educational programs for adult undereducated migrant and seasonal workers. Tables are included. (NH)

ED 040 819

RE 002 789

DeRenzi, Joseph J.

IFI Reading.

Pub Date Jan 70

Note—16p.; Paper presented at the conference of the Association for Children with Learning Disabilities, Philadelphia, Pa., Feb. 12-14, 1970

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Beginning Reading, *Curriculum Development, *Developmental Reading, *Elementary School Curriculum, *Elementary School Students, *Group Reading, *Individualized Instruction, *Programed Materials, *Reading Materials, *Reading Readiness, *Reading Skills

A program, Individualized Prescribed Instruction (IPI), designed to permit the individualization of elementary reading is described. The program is divided into four stages: prereading, decoding, transition, and skills development and application. The reading curriculum has been developed by sequencing the specific reading skills that need to be mastered by each youngster. The skills are divided into units and levels of work. The first three stages of the reading program are built around programed texts developed by a commercial publisher. This material is supplemented by special worksheets and record-like discs which are prepared by the research and development center at the University of Pittsburgh. Stage one emphasizes reading readiness and prereading activities. The objective of the decoding stage is to have children translate printed symbols into meaningful sounds. During the transition stage, children move from the programed readers to materials with a traditional format. Skills development and application during directed reading activities are emphasized in stage four. Charts, diagrams, and sample materials are included. (WB)

ED 040 820

RE 002 792

Follman, John And Others

Typeface and Multiple Choice Option Format.

University of South Florida, Tampa.

Pub Date 69

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—College Students, *Measurement Instruments, *Multiple Choice Tests, *Perception, *Reading Comprehension, *Reading Research, *Test Results, *Typewriting

The effects of typeface and item options arrangement on comprehension as indicated by multiple-choice test performance were investigated. Copies of the Ability to Interpret Reading Materials in the Social Studies, SRA Iowa Tests of Educational Development, Form X-4 were prepared in four typefaces: elite, pica, proportional, and script. For each typeface condition, the item options were presented either vertically (each option on a different line) or horizontally (each option following continuously across the page). Subjects were 80 college students randomly assigned to one of the eight treatment conditions. It was found that neither typeface nor item arrangement significantly influenced test performance. However, since the vertical item arrangement produced higher results for all typestyles, it was suggested that vertical vs. horizontal in combination with other format variables might significantly influence multiple-choice test performance, and further research on the physical arrangement of multiple-choice test items is recommended. Split-half and Kuder-Richardson reliability estimates are reported, and tables and references are included. (CM)

ED 040 821

RE 002 793

Groffman, Sidney

Visual Closure.

Pub Date Feb 70

Note—14p.; Paper presented at the conference of the Association of Children with Learning Disabilities, Philadelphia, Pa., Feb. 12-14, 1970

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Behavior Patterns, *Children, *Correlation, *Elementary Grades, *Perception Tests, *Pictorial Stimuli, *Reading Research, *Stereopsis, *Vision Tests, *Visually Handicapped, *Visual Perception, *Visual Stimuli

An experimental test of visual closure based on an information-theory concept of perception was devised to test the ability to discriminate visual stimuli with reduced cues. The test is to be administered in a timed individual situation in which the subject is presented with sets of incomplete drawings of simple objects that he is required to name rapidly and accurately. Interpretations of scores will reveal three categories of visual closure disability: limited closure, delayed closure, and premature closure. Results of the administration of this test to 200 children between ages 7 and 11 are reported. For younger children, the reliability of scores was too low, and

for older children and adults the test did not discriminate well. Correlates between seven different perceptual tests ranged from low to very high. Ten children in each of the three visual closure disability categories were rated on behavior patterns, and the correlations were found to be particularly high for the limited closure group. Correlations between stereopsis and recovery of fusion and visual closure efficiency were also reported. References are included. (CM)

ED 040 822

RE 002 797

Kazmierski, Paul R.

Sensitivity Training and T-Group Procedures In a College Reading and Study Group.

Pub Date Mar 70

Note—11p.; Paper presented at the College Reading Association conference, Philadelphia, Pa., Mar. 19-21, 1970

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*College Students, Counseling Instructional Programs, *Reading Programs, *Reading Skills, Self Directed Groups, *Sensitivity Training, *Study Skills

A model is proposed for utilizing some of the techniques of the laboratory method (sensitivity training and training group procedures) in a college reading and study skills course. A structure of traditional lecture sessions on study skills combined with modified training-group sessions is the suggested approach. A reading course utilizing some training-group procedures would be divided into theory sessions and laboratory sessions. The theory sessions would be traditional study-skill presentations and would meet 1 hour per day, 1 day a week. The laboratory sessions would be 2- or 3-hour blocks meeting once a week. Suggested procedures for conducting the training-group meetings are listed. By utilizing the input of the theory sessions, the training-group sessions could attack the dilemma of learning, invent solutions to the dilemma, internalize the solution by group feedback, and generalize the solution with applications to the actual learning situation. References are included. (WB)

ED 040 823

RE 002 798

Klesius, Stephen E.

Perceptual-Motor Development and Reading.

Pub Date 20 Mar 70

Note—16p.; Paper presented at the National College Reading Association conference, Philadelphia, Pa., Mar. 19-21, 1970

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Literature Reviews, *Perceptual Motor Coordination, *Perceptual Motor Learning, *Reading Achievement, Reading Improvement

Reviewed were 28 research studies which investigated the effect of perceptual-motor programs on the reading achievement of students with average or higher intellectual ability. Despite possible criticisms of some investigations, all studies reviewed were reported to acquaint the reader with the range of available research literature. Of the studies reviewed, 12 investigations supported the hypothesis that perceptual-motor development programs enhance reading achievement. The reviewer concluded that the effectiveness of perceptual-motor development programs in improving reading ability can neither be confirmed nor denied. In general, perceptual-motor programs employing a wide variety of experiences appear to show promise with underachieving intermediate-grade students and preschool children. The effectiveness of Delacato- and Frostig-type programs is doubtful. The inclusion of individualized perceptual-motor programs for kindergarten and primary-grade children in physical education classes is developmentally appropriate. Perceptual-motor development provides a medium for self-concept enhancement. A 40-item bibliography is included. (Author/WB)

ED 040 824

RE 002 804

Brassard, Mary B.

Direct Comparisons Between Listening and Reading as Language Comprehension Abilities in the Intermediate Grades.

Pub Date Mar 70

Note—11p.; Paper presented at the conference of the American Educational Research Association, Minneapolis, Minn., Mar. 2-6, 1970

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Achievement Tests, *Intermediate Grades, *Language Tests, *Listening Comprehension, Multiple Choice Tests, *Reading

Comprehension, Reading Research, *Reading Tests, Test Construction, Test Reliability

Listening comprehension and reading comprehension editions of an experimental test were devised to provide equivalent measures from which raw scores would be directly comparable. The test was designed for a four-place multiple-choice category format. Forms A and B were administered on a rotation basis for the study. The testing population consisted of 515 students from grades 4, 5, and 6, with approximately the same number of boys and girls at each level. The split-half reliability coefficients varied from .91 to .96 on the reading comprehension tests and from .82 to .88 on the listening comprehension tests. Listening was found to be statistically superior to reading comprehension in all grades. Mean differences between the two decreased at each successively higher grade level. It was also found that reading comprehension had a higher correlation with listening than with IQ, mental age, or sex. Students with IQ's above 110 had slight differences between listening and reading; those with IQ's below 110 were far superior in listening. Students with high verbal IQ scores had slight differences between listening and reading; those with high quantitative scores were superior in listening comprehension. There were no significant differences between boys and girls. Tables and references are included. (CM)

ED 040 825

RE 002 806

Hirst, Wilma E.

Prediction of Reading Success.

Pub Date Mar 70

Note—8p.; Paper presented at the conference of the American Educational Research Association, Minneapolis, Minn., Mar. 2-6, 1970

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Beginning Reading, Elementary School Students, Grade 1, Grade 2, Kindergarten, Longitudinal Studies, *Predictive Ability (Testing), *Predictive Measurement, *Reading Achievement, *Reading Readiness, Reading Research, Socioeconomic Status, Tests

The findings of a 3-year longitudinal research study to investigate predictive instruments for beginning reading achievement are reported. The original sample consisted of 300 kindergarten children from three socioeconomic attendance areas in the Cheyenne, Wyoming, public schools. For the final evaluation at the end of grade 2, only those pupils who had complete data on all prediction variables were retained in the study. The predictor variables for total group first-grade achievement found to be significant at or above the .05 level were sex, mother's education, teachers' predictions, reading percentile, the Numbers and Matching subtests of the Metropolitan Readiness Tests, the Visual 3 subtest of the Gesell Developmental Tests, Complete-a-Man, and the Digit Span subtest of the Wechsler Intelligence Scale for Children (WISC). For second-grade total group achievement, the predictor variables were teachers' predictions, socioeconomic status, reading raw score, teachers' see peer rating, and the Information subtest of the Metropolitan. Predictor variables for sex and for socioeconomic levels also are reported. Results of the WISC indicated that the Full Scale, Verbal, and Performance IQ scores were not significant predictors of reading success. Tables are included. (CM)

ED 040 826

RE 002 825

Edwards, John L.

Reading for Disadvantaged—Perspectives for Progress.

Pub Date May 70

Note—15p.; Paper presented at the International Reading Association conference, Anaheim, California, May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Cultural Differences, *Culturally Disadvantaged, *Curriculum Development, *Educational Disadvantage, *Language Development, Language Programs, Reading Difficulty, *Reading Instruction

Some considerations for revising the curriculum to meet the educational needs of the disadvantaged are discussed. It is suggested that the lack of language development is basic to most reading problems at all school levels, particularly for the bilingual students. Therefore, a systematic and continuous language-development program from kindergarten through grade 12 is strongly urged. The importance of interverbal communication

is stressed as a part of this program. Also discussed is the key role of the teacher in establishing a favorable learning climate, in motivating students, and in building positive self-concepts. Suggestions for the reading teacher outlining an approach to teach reading to disadvantaged students are made, and the role of administrative personnel in curriculum change is discussed. (CM)

ED 040 827

RE 002 826

Fletcher, John D. Atkinson, R. C.

Computer-Based Instruction in Reading: Grades K-3.

Pub Date Mar 70

Note—29p.; Paper presented at the International Reading Association conference, Anaheim, California, May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Basic Reading, *Beginning Reading, *Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, Curriculum, Educational Benefits, Primary Grades, *Reading Instruction, *Reading Research, *Teaching Machines

A lengthy and detailed description is given of a computer-based curriculum for initial reading, with emphasis on reading as decoding. The initial curriculum, prepared for a school in Cupertino, California, was closely linked to the three basal reading texts then being used in the district's primary classrooms and was programed as three separate series. A description of the hardware used and of the curriculum structure is given. A major evaluation has not yet been completed, but preliminary results showed gains by students who used the Computer Assisted Instruction (CAI) over those who did not use it and also more gains for boys than for girls in the CAI program. References are included. (NH)

ED 040 828

RE 002 827

Gold, Lawrence Huebner, Dale M.

An Investigation of the Incidence of Developmental Dyslexia and Selected Factors Associated With the Condition: Results of a Two Year Study.

Pub Date 7 May 70

Note—10p.; Paper presented at the International Reading Association conference, Anaheim, California, May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Dyslexia, *Learning Disabilities, *Reading Diagnosis, *Remedial Reading, Remedial Reading Programs

An analysis was made of the factors associated with the condition of developmental dyslexia in pupils who were tutored in a Title III-funded learning disability center. During the 2-year period from September 1967 through June 1969, approximately 200 pupils were involved each year in an intensive diagnosis and remediation program. The ratio of boys to girls was approximately 7 to 1, the mean age was about 10.5 years, and the mean IQ was about 98. The Metropolitan Reading Test (Upper Primary) and a diagnostic battery of informal instruments were administered. Despite the grade retention of over 75 percent of the pupils and the generally favorable educational and environmental conditions, they were reading on the average about 2 years below their actual grade placement. The 10 instructors who provided the clinic tutoring identified for each pupil factors which may have contributed to the reading disability. Factors associated with general immaturity and emotional problems were prevalent for most pupils; family pathology was third in importance. It was reported that the incidence of the condition of developmental dyslexia among the regional school population sampled in this study was less than 1 percent. Tables and references are included. (CM)

ED 040 829

RE 002 828

Gold, Lawrence

Preparing Classroom Teachers to Work with Severely Underachieving Pupils through an Internship in a Regional Learning Disability Center.

Kent State Univ., Ohio.

Pub Date 9 Apr 70

Note—18p.; Paper presented at the Fourth Annual Statewide Reading Conference, Grossinger, N.Y., Apr. 8-10, 1970

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Clinics, Dyslexia, *Inservice Teacher Education, Inservice Teaching, *Learning Disabilities, Learning Specialists, *Reading Diagnosis, *Remedial Reading Programs, Tutorial Programs

During the period from September 1967 through June 1969, a total of 23 classroom teachers served internships in a Title III-funded Regional Learning Disabilities Center. The instructional cycles were of 11-weeks duration, and each teacher tutored 15 children each cycle. The internship training consisted of tutoring individually and in small groups, conferring with other clinic personnel on individual cases, preparing diagnostic case studies and detailed progress reports, and administering a variety of informal and standardized testing instruments. Case conferences, seminars, and 15 inservice colloquia also contributed to staff development. Student and parent interest in the center activities were highly positive. Following the internship training, most of the 23 interns assumed positions as reading specialists with the sponsoring school district. (CM)

ED 040 830

RE 002 834

Dahlke, Anita B.

Predicting True Reading Gains After Remedial Tutoring.

Pub Date 9 May 70

Note—25p.; Paper presented at the International Reading Association conference, Anaheim, California, May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Elementary School Students, Listening Comprehension, Oral Reading, Prediction, Reading Achievement, Reading Improvement, Reading Level, *Reading Research, Reading Skills, *Remedial Reading Programs, *Retarded Readers, Silent Reading, Statistical Analysis, *Tutorial Programs

Using selected student variables, an attempt was made to predict retarded readers' true reading gains after remedial tutoring. The independent variables consisted of IQ and subtest scores obtained on the Wechsler Intelligence Scale for Children (WISC), pretutoring reading levels on the individually administered Diagnostic Reading Scales test, age, sex, grade placement, and parental socioeconomic status. The sample included 62 white subjects, 52 boys and 10 girls, between the ages of 6 years 9 months and 15 years 8 months in grades 1 through 8. Each child was tutored approximately 20 to 25 hours by an experienced tutor. Analysis of the data indicated (1) The distribution of retarded readers did not fall equally into three groups. (2) There was no significant difference in true gain means among the three groups. (3) There was no significant difference in true gain means among the four groups of subjects classified by WISC FS-IQ as having superior, bright-normal, average, or dull-normal intelligence. (4) There were five significant predictors of true reading gain: age, grade, independent reading level, potential reading level, and the difference between independent and instructional levels. Further research using true reading gains and a larger, matched sample was recommended. A bibliography is included. (CL)

ED 040 831

RE 002 852

Van Allen, Roach

Updating the Language Experience Approach.

Pub Date 7 May 70

Note—5p.; Paper presented at the International Reading Association conference, Anaheim, California, May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Beginning Reading, Individualized Instruction, Instructional Innovation, *Instructional Materials, Language Development, *Language Experience Approach, Language Handicaps, Language Patterns, Language Skills, Reading Materials, Reading Programs

Three recent developments discussed were representative of some of the modern trends in the language-experience approach. The first stressed the increased use of multisensory materials which have expanded the chances for success of many language-limited children. The second trend focused on the extended use of learning centers to provide them with a place for personalized learning. The third trend emphasized new teaching materials for a language-experience approach focusing on the development of language of high content. References are included. (CL)

ED 040 832

RE 002 914

Glock, Marvin D.

How the Classroom Teacher can use a Knowledge of Tests and Measurements.

Pub Date 9 May 70

Note—15p.; Paper presented at the International Reading Association conference, Anaheim, California, May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Achievement Gains, *Measurement, Measurement Techniques, Questioning Techniques, *Reading Research, *Reading Tests, *Teachers, Test Interpretation, Test Reliability, Test Validity

Three basic concerns in measurement were selected, and their importance for the classroom teacher were illustrated. These were test validity, reliability, and problems in measuring achievement gains. Test validity was dependent upon content, type and quality of the questions, adequacy with which the test sampled reading skills, and the care with which the test was administered. Consistency in test reliability was dependent upon the number of samples of a pupil's performance on a task and upon accurate scoring. Measuring gains in pupil achievement was dependent upon correct interpretation and treatment of scores, taking the regression effect and error factor into consideration. References are included. (CL)

ED 040 833

RE 002 915

Guszk, Frank J.

Strategies of Measuring Students' Understanding of Written Materials.

Pub Date 7 May 70

Note—11p.; Paper presented at the International Reading Association conference, Anaheim, California, May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Abstraction Levels, *Complexity Level, Comprehension, Comprehension Development, Evaluation, Measurement, *Measurement Techniques, Questioning Techniques, *Reading Comprehension

The measurement of a pupil's comprehension development from literal comprehension to evaluation focused on two questions: (1) How do we measure the various types of comprehension? and (2) How should we measure the various types of comprehension? Literal comprehension is presently measured by the recall or memory-type question. However, one should assess the reading matter, know the content and background of the discussant, and form interrelationships accordingly. The next level of comprehension, reorganization, has been overlooked but should be measured using the silent strategies of sequence, synopsis, or summary tasks. Inferential comprehension is measured by making predictions and trying to verify them. However, greater emphasis should be placed on a directed-reading-thinking activity in which predictions and verifications lead to further thinking. The highest level of comprehension, evaluation, is primarily measured by asking the student for a judgment without a logical justification for it. This latter point should be stressed. References are included. (CL)

ED 040 834

RE 002 916

Harcham, Laura D. Hagen, Lois V.

The Effects of a Phonics-Oriented Kindergarten Program on Auditory Discrimination and Reading Readiness.

Pub Date Mar 70

Note—7p.; Paper presented at the conference of the American Educational Research Association, Minneapolis, Minn., Mar. 2-6, 1970

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Auditory Discrimination, *Kindergarten Children, Listening Skills, *Phonics, Reading Instruction, *Reading Readiness, Reading Readiness Tests, *Reading Research, Reading Skills, Visual Acuity, Visual Discrimination

A 3-year study concerning teaching a phonics-oriented kindergarten readiness program of letter recognition and beginning consonant sounds was discussed. Sixty-eight children attending kindergarten in a suburban middle and upper-middle class community composed the sample. The experimental group consisted of 33 children; the control group consisted of 35. Groups were considered equivalent through random assignment to kindergarten classes. All children included were considered to have normal hearing as measured

by recent school examinations for hearing acuity. After a 10-week instructional period in phonics-oriented material for the experimental group and a similar nonphonics-oriented instructional period for the control group, the Wepman Auditory Discrimination Test and the New York State Readiness Test were administered. The significantly higher scores on the NYS Readiness Test supported the hypothesis that the phonics program would enhance the readiness of the children. However, the hypothesis that kindergarten children who received phonics training as part of the readiness program would show significantly higher scores in auditory discrimination than children who did not was not only rejected but also yielded results to the contrary. Further research in this area was recommended. References are included. (CL)

ED 040 835

24

RE 002 919

Levin, Harry Mitchell, Joanne R.

Project Literacy: Continuing Activities. Final Report.

Cornell Univ., Ithaca, N.Y. Dept. of Psychology. Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No—BR-5-0537

Pub Date Sep 69

Contract—OEC-6-10-028

Note—253p.

EDRS Price MF-\$1.00 HC-\$12.75

Descriptors—Auditory Discrimination, *Beginning Reading, Curriculum Evaluation, *Grade 1, Handwriting, Literacy, Phonics, *Program Evaluation, Reading Instruction, *Reading Programs, Reading Readiness, *Reading Research, Reading Skills, Rural Schools, Suburban Schools, Visual Discrimination

Identifiers—Project Literacy

Investigation and coordination of research on various aspects of the reading process were the first purposes of Project Literacy. These programs in their various stages of development have been reported in nine issues of the Project Literacy Reports which are now available from ERIC. The development of a first-grade reading program was started simultaneously with the research programs because it was felt that classroom problems could be further explored through research and vice versa. Since the intent of the program was to search for ideas and to exchange insights of the laboratory and classroom, the small sample used was worked with very intensively. It was composed of three heterogeneously grouped grade-1 classes of about 23 children each, from a suburban and rural school, the latter group being preselected. The first-grade program described centers around a curriculum stressing prereading, codes, and skills. The over-all program is composed of reading, sound-spelling correspondence, handwriting, and a literate environment which are fully discussed. The report contains a section on the observer in the classroom and an analysis of reading errors and strategies of information use, stressing qualitative changes in children's reading errors. Appendixes, tables, and references are included. (CL)

ED 040 836

RE 002 921

Mangrum, Charles T.

A Comparison of Two Vision Screening Batteries for Clinical and Classroom Use.

Pub Date May 70

Note—5p.; Paper presented at the International Reading Association conference, Anaheim, California, May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Elementary School Students, Heterophoria, *Measurement Techniques, Reading Clinics, *Reading Research, *Retarded Readers, Secondary School Students, Stereopsis, *Vision, *Vision Tests, Visual Acuity, Visual Measures

The degree of correlation existing between visual screening results obtained from the Keystone Visual Survey Telebinocular and the Titmus Biotest Vision Test was discussed. A sample of 59 children admitted to the University of Miami Reading Clinic during the 1969 summer session was used. They ranged in age from 7 to 16. All subjects were previously diagnosed as having reading difficulty. A trained examiner administered both tests to all subjects, rotating the order with each student. All subjects were screened with both instruments on the same day, and pass or fail for each student was determined

using the criteria suggested by respective publishers. After obtaining point biserial correlation coefficients for the 12 paired subtests from the Keystone and Titmus tests, it was found that the correlation coefficients were too low to permit substitution of the Titmus for the Keystone instrument in either classroom or reading clinic. Other inexpensive vision screen instruments should be similarly compared with a suitable criterion to determine the feasibility of substituting one of these for the more expensive Keystone. References are included. (CL)

ED 040 837 RE 002 923

Mountain, Lee
Intonation for Beginners.

Pub Date 8 May 70
Note—12p.; Paper presented at the International Reading Association conference, Anaheim, California, May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Elementary School Students, Evaluation, *Intonation, Linguistics, *Oral Reading, *Primary Grades, Questioning Techniques, Reading Instruction, *Reading Research, Sentences, Testing

A Rutgers University project attempted to develop and test some ways of creating awareness of the elements of intonation in primary pupils because they found a connection between intonation and certain kinds of reading errors. They also worked out ways to get reading instruction usage from the awareness of juncture, pitch, and stress. They took the lessons on juncture, pitch, and stress to the primary classrooms and were successful in showing the children how these elements of intonation are related and how they operate, using sentences, oral reading of unpunctuated passages, and questions, respectively. References are included. (CL)

ED 040 838 RE 002 928

Southgate, Vera

An Independent Evaluation of I.T.A.: A British Government-Sponsored Report.

Pub Date 7 May 70
Note—15p.; Paper presented at the International Reading Association conference, Anaheim, California, May 6-9, 1970

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Beginning Reading, *Initial Teaching Alphabet, Measurement Techniques, *Primary Grades, *Program Evaluation, Question Answer Interviews, Questionnaires, Reading Achievement, *Reading Research, Retarded Readers, Spelling, Writing

Collection and evaluation, using both measurement and judgment techniques, of the available evidence relating to the use of I.T.A. as a means of beginning reading with children between the ages of 5 and 7 were presented. The specific terms of reference were threefold: (1) to evaluate published research material on I.T.A. from both Great Britain and the United States; (2) to collect and evaluate the views of teachers and other knowledgeable people who had been closely connected with I.T.A. in practice; and (3) to suggest further research projects connected with I.T.A. Conclusions drawn from the research evidence were similar to those drawn from the verbal evidence, obtained by interviewing nearly 400 people and visiting 46 schools, observing hundreds of children and talking to them and their teachers. There were mainly favorable impressions of I.T.A. as related to reading, spelling, and writing improvements. However, recommendations for large-scale experiments, comparing the results of different beginning reading approaches, including I.T.A.; further fundamental research into the early stages of learning to read; and production of more useful tests of early reading ability were made. References are included. (CL)

ED 040 839 24 RE 002 958

Hall, James W.

Variables Affecting Frequency of Word-Recognition Errors. Final Report.

Northwestern Univ., Evanston, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-E-080
Pub Date 10 Mar 70
Grant—OEG-5-9-235080-0003

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Conditioned Response, *Learning, Learning Characteristics, *Performance Factors, *Verbal Stimuli

Internal verbal processes were assumed to play a central role in complex school learning tasks. The research reported was concerned with a certain class of internal verbal behavior. The implicit associative response (IAR) was conceptualized as an internal verbal response that may occur when an individual sees or hears a word. Results of four experiments are given. The major purpose of experiments one, two, and four was to examine variables that may influence the frequency and nature of IAR's and to clarify the role of IAR's in learning and retention. Experiment three was designed to explore a second variable, the effects of instructions to pronounce words during learning on subsequent recognition performance. The subjects of the first two experiments were students at Northwestern University; children from prekindergarten through fourth grade were the subjects in the third and fourth experiments. Results indicated that associative encoding processes were modified by variation of the semantic context of the to-be-remembered word, that the perceived situational frequency of a word was critical in the recognition decision, that advance information had little effect on encoding but did affect the recognition-decision process, and that recognition performance was best when words were overtly pronounced. References are included. (Author/NH)

ED 040 840 24 RE 003 034

Askov, Eunice Nicholson

Assessment of a System for Individualizing Reading Instruction. Report from the Individually Guided Instruction in Elementary Reading Project.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—TR-117

Bureau No—BR-5-0216

Pub Date Mar 70

Contract—OEC-5-10-154

Note—99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—Grade 2, Grade 3, *Independent Reading, *Individualized Instruction, *Reading Achievement, Reading Research, Skill Analysis, Skill Development, *Student Attitudes, *Teacher Attitudes, Ungraded Curriculum

The effects of the Wisconsin Prototypic System of Reading Skill Development, combined with teacher inservice training, on the performance and attitudes of primary pupils and their teachers were examined. Experimental and control subjects were students in grades 2 and 3. Teachers served as their own controls, having instructed the control a nd experimental students in subsequent years. The dependent variables were student achievement and attitudes and teacher classroom procedures and attitudes. Project-constructed instruments were a student attitude instrument, a classroom observational system, and a teacher attitude inventory. No significant differences were obtained on reading achievement scores. However, student attitudes toward recreational reading were significantly higher for the experimental group in one of the two participating schools. Teachers using the experimental program showed changes in classroom procedures during reading instructions significant at the .05 level. Teacher attitude inventory scores indicated significant improvement at the .01 level. Implications were that student variables may require more than a 1-year study to determine if they are significantly affected. A bibliography is included. (WB)

ED 040 841 24 RE 003 035

Schwenn, Elizabeth A. And Others

The Effect of Individual Adult-Child Conferences on the Independent Reading of Elementary School Children. Report from the Project on Situational Variables and Efficiency of Concept Learning.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—TR-125

Bureau No—BR-5-0216

Pub Date Mar 70

Contract—OEC-5-10-154

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Conferences, Grade 2, Grade 4, Grade 6, *Independent Reading, *Individual

Counseling, *Individual Reading, Motivation Techniques, *Reading Interests

The effectiveness of individual adult-child conferences in increasing the independent reading of elementary school children was investigated. During an 8-week baseline period, data on the number and difficulty level of books read by students in grades 2, 4, and 6 were gathered. Subjects in the upper one-third of reading-value scores (difficulty level of books read) were not included in the sample. The remaining 116 subjects were assigned to one of three conference conditions: (1) no conference, (2) conference conducted by a teacher's aide, and (3) conference conducted by the homeroom teacher. The conference procedure was based on behavioral objectives for the conference and motivational principles. The latter included modeling, reinforcement, feedback, and goal setting. During the 8-week period the conferences were in effect, they resulted in significant increases in the amount of reading engaged in by elementary school children. Both conference procedures resulted in greater gains in number of books read over the no-conference condition. (Author/WB)

ED 040 842 24 RE 003 045

Wiener, Morton Cromer, Ward

Development of New Techniques to Identify Types of Reading Difficulties. Final Report.

Clark Univ., Worcester, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-A-043

Pub Date Mar 70

Grant—OEG-1-9-080043-0005(010)

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Classification, Comprehension Development, Context Clues, Grade 5, Grade 7, Reading Ability, *Reading Comprehension, *Reading Difficulty, *Reading Processes, Reading Research, *Reading Skills, Retarded Readers

The applicability of a proposed category system for identifying different types of poor readers in grade 7 was investigated. Three variables were used: vocabulary level, degree of consensual response to meaning, and response to organization when it was added to the reading material. Systematically combining the three levels of response produced eight categories of subjects who showed reading comprehension difficulty. The eight categories were (1) overall reading skill deficient; (2) language deficient; (3) idiosyncratic responder; (4) nonorganizer; (5) language deficient and nonorganizer; (6) idiosyncratic responder and nonorganizer; (7) skill deficient, language deficient, and nonorganizer; and (8) no apparent difficulty. The model was applied to selected and matched good and poor readers, and 40 of the 48 subjects could be categorized adequately. Two subsidiary studies, involving 26 boys and 22 girls representing good and poor readers in grade 5, were also reported. Results indicated that nonorganization of the language input contributed to comprehension difficulties of poor readers. Contextual information did not aid poor readers, while good readers used this information to correct identification errors. Tables and references are included. (WB/Author)

ED 040 843 24 RE 003 047

Smith, Carl B. And Others

Institute for Evaluators of Title I and Title III Reading Programs.

Indiana Univ., Bloomington.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0812

Pub Date Aug 68

Grant—OEG-0-8-980812-4591

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Course Evaluation, Course Organization, Evaluation Techniques, Federal Government, *Institutes (Training Programs), *Program Evaluation, *Reading Programs, Summer Institutes

A short term training institute conducted August 12 to August 23, 1968, at Indiana University, Bloomington, Indiana, is described. Thirteen participants took part in a series of meetings, discussions, and activities related to evaluation problems connected with innovative reading programs funded under Title I and Title III of the

Elementary and Secondary Education Act. The operation, instruction, workshops, objectives, and evaluation of the institute are summarized. Responses by institute participants to an extensive set of followup evaluation questionnaires are also included. (NH)

ED 040 844 24 RE 003 048

Henderson, Edmund H. Long, Barbara H.
A Study of the Independent Reading of Achieving Fifth Graders.

Virginia Univ., Charlottesville.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-B-026

Pub Date 70

Grant—OEG-0-8-080026-3677

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—After School Activities, Grade 5, *Independent Reading, *Individual Reading, Library Circulation, Reading Achievement, *Reading Development, *Reading Interests, *Reading Research, Reading Tests

The independent reading behavior of 150 achieving fifth graders was investigated. Attention was directed toward the quality and variety of choice as well as to the number of books read. These variables were intercorrelated with standardized achievement tests, IQ, and a number of noncognitive and demographic variables. Indices of quantity, variety, and quality were derived from (1) records of library usage, (2) the child's own record of books read, and (3) time records of out-of-school activities. Correspondence across data sources supported validity. Significant findings suggested that (1) quantity of reading was related positively to reading efficiency, intelligence, socioeconomic class, and attitude toward reading, (2) avid readers were characterized by distinctive personality patterns which were different for boys and girls, (3) variety of reading increased as a function of quantity, and (4) quality of reading was negatively related to quantity, efficiency, IQ, and reading attitude. It was concluded that efficient readers do not necessarily attain the broad pattern of reading maturity as conceptualized by Gray and Rogers, and that standardized tests are an inadequate measure of the quality and variety of independent reading. Tables and a bibliography are included. (Author/WB)

ED 040 845 24 RE 003 050

Harkham, Laura D.

Development of Teacher Evaluation Scales to Predict Reading Success of Pupils in Primary Grades.

Fordham Univ., Bronx, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-B-087

Pub Date Apr 70

Grant—OEG-2-9-420087-1052(010)

Note—144p.

EDRS Price MF-\$0.75 HC-\$7.30

Descriptors—Grade 1, Grade 2, Grade 3, Grade 4, Kindergarten Children, *Longitudinal Studies, *Predictive Measurement, *Reading Achievement, *Standardized Tests, Test Reliability

A longitudinal study was undertaken to determine whether measures that are readily available in most school districts, administered in kindergarten by classroom teachers, could predict reading achievement as measured by standardized tests in grades 1 through 4. The subjects were 553 children in the kindergarten class of 1964-65 in Ithaca, New York. They were given the Metropolitan Readiness Test, including the Goodenough Draw-A-Man Test; a ranking by the teacher; and a rating on a composite behavior rating scale. Achievement measures were the Metropolitan Achievement Test in grade 1 and the Stanford Achievement Test in grades 2 through 4. Among the findings were that the Metropolitan Readiness Test was the best single overall predictor, and Alphabet and Numbers subtests were the best subtest predictors. A bibliography and tables are included. (Author/NH)

ED 040 846 SE 007 828

Shriver, Edgar L.

Determining Training Requirements for Electronic System Maintenance: Development and Test of a New Method of Skill and Knowledge Analysis.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Spons Agency—Department of the Army, Washington, D.C.

Report No—HumRRO-TR-63

Pub Date Aug 63

Note—107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors—Electronic Systems, *Electronics, *Electronic Technicians, Mechanical Skills, Military Schools, Performance Tests, *Technical Education, *Technical Reports, *Training Techniques

This is the report of a study designed to develop and test methods of deriving, directly from an analysis of the system or its surrogate, an effective and economical set of skills and knowledge for operating and maintaining a weapon system. Two methods for analyzing electronic weapon systems were developed, one method for the operator task and one for the maintenance task. These methods were then used to establish the content of a training program for the operation and maintenance of the M33 Antiaircraft Fire Control System. A 12-week (400 academic hours) experimental training program was administered to a group of students who were matched in background with a group of students from the standard 30-week (1000 academic hours) M33 repairman course sequence. After graduation from their respective courses, 20 students from the experimental group and 17 students from the standard group were tested as raparimen. They were tested on their ability to energize, adjust, and trouble shoot the individual parts of the M33 system. Both groups of students scored equally well on this performance test. The researchers concluded that considerable training time can be saved, with no loss in performance skill, using a training course based on the methods developed in this research. (LC)

ED 040 847 SE 008 011

Ellis, June Corum, Al

Functions of the Calculator in the Mathematics Laboratory for Low Achievers.

Dade County Board of Public Instruction, Miami, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date [69]

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—*Academic Achievement, *Attitudes, Comparative Analysis, *Instruction, *Low Achievers, Research, *Secondary School Mathematics

Reported is a study to determine the effects of calculators upon the achievement, attitude, and academic motivation of students in mathematics classes designed for low achievers at Miami Senior High School. An experimental and a control class were administered criterion instruments at the beginning and at the conclusion of the study. Analysis of covariance was used to insure comparability of the two classes, and results of the testing were treated statistically to determine whether significant differences existed. In addition, taped interviews were conducted at the midpoint of the study and videotaping was used to illustrate changes in student performance in the experimental and control classes. The following conclusions were offered - (1) the use of printing calculators by the experimental group produced no statistically significant gains in mathematical achievement, and (2) a more favorable attitude toward mathematics and a weaker degree of academic motivation were recorded by both groups at the conclusion of the study. (RP)

ED 040 848 SE 008 162

Meyer, G. R.

Three Months As Consultant for the UNESCO Secondary School Science Teaching Project for India, September to November, 1968.

Macquarie Univ., North Ryde (Australia).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—ED-7221-C; EDM-941-16-33

Pub Date 68

Note—100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—Biology, Chemistry, Course Content, Curriculum Development, *Evaluation, *International Education, Physics, *Secondary School Science

The development of new courses is described and weaknesses are identified. The current position of the project is reviewed in terms of production of syllabuses and books, production of equipment, acceptability in schools, and administration and staffing. Biology syllabuses and textbooks are discussed in more detail. Appendices include reports of visits to schools, proposals for evaluation, suggested outlines for sections of the biology materials, a report of a research study on the acceptability of the biology course to students, and photographs of project personnel and Indian high schools. (EB)

ED 040 849 24 SE 008 275

Retzer, Kenneth A.

Effects of Precise Verbalization of Discovered Mathematical Generalizations on Transfer, Final Report.

Illinois State Univ., Normal. Dept. of Mathematics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-E-019

Pub Date Oct 69

Contract—OEC-0-8-080019-3535(010)

Note—61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—Grade 8, *Instruction, *Learning, *Mathematical Logic, *Secondary School Mathematics, *Verbal Communication

Reported is an experiment designed to (1) test the effect of teaching certain concepts of logic on verbalization of discovered mathematical generalizations, (2) prepare a research population which has demonstrated the ability to verbalize newly discovered mathematical generalizations with precision, and (3) test the effect of an ability to verbalize discovered mathematical generalizations upon the ability to use that generalization. The sample consisted of eighth grade students of Chiddix Junior High School in Normal, Illinois. They were enrolled in seven mathematics classes taught by three teachers. Students in Phase I completed a programmed unit "Sentence of Logic." Phase II consisted of discovery programs using nonverbal awareness, verbalization on the part of the text, and verbalization on the part of the student. Phase I of the experiment yielded "normal" population to verbalize discovered mathematical generalizations with precision. Evidence from Phase II indicated that those students with high verbalization ability could better transfer the mathematical generalizations which they discovered. (RP)

ED 040 850 SE 008 280

Even, Alexander

Patterns of Academic Achievement in Grade 12 Chemistry and Their Relationship to Personal, Attitudinal and Environmental Factors.

Toronto Univ. (Ontario).

Pub Date 68

Note—421p.

EDRS Price MF-\$1.75 HC-\$21.15

Descriptors—*Academic Achievement, *Chemistry, *Cognitive Tests, Evaluation, Foreign Countries, Grade Prediction, Science Tests, *Secondary School Science, Student Characteristics

Identifiers—Canada

Reported is a study designed to (1) describe the variations which occur in the attainment of cognitive objectives in high school chemistry, (2) identify patterns of achievement in terms of these cognitive objectives, and (3) investigate the relationship of achievement of these objectives and their patterns to certain personal, attitudinal, and environmental factors. The sample consisted of 2339 grade twelve chemistry students enrolled in the college-preparatory course in Ontario high schools. The criterion instrument was the Ontario Test of Achievement in Chemistry (OTAC), developed by the investigator to measure the cognitive objectives of knowledge, comprehension, application, and analysis. Other data gathered included (1) student's scores on the Scholastic Aptitude Test, Ontario edition (SATO), 1963-64, (2) students' background, and (3) final grades in chemistry. The principal findings were (1) that large variations in the attainment of the cognitive objectives of high school chemistry appear in the sample, (2) substantial correlations occur between OTAC scores and SATO Total Verbal and SATO Mathematics scores, as well between OTAC total scores and final grades in chemistry, and (3) the variables which make the most important contributions to the explainable variance

of OTAC total scores are mathematics aptitude and verbal aptitude. (LC)

ED 040 851 SE 008 347

Science Policy Bulletin, Volume 2 Number 6.
Battelle Memorial Inst., Columbus, Ohio.
Pub Date Dec 69
Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—Abstracts, *Bibliographies, Engineering, *Policy Formation, *Publications, *Resource Materials, *Sciences, Technology

This Bulletin, published bi-monthly, reports the current literature in the areas of science, engineering, technology, and public policy. The coverage encompasses both "policy for science" and "science for policy" matters. The bulletin is intended for individuals engaged in studying, formulating, or implementing public policy relating to science and its use. The purpose is to aid such individuals by alerting them to new additions to the science policy literature. The information presented consists primarily of a bibliographic listing of current publications in the area, together with an abstract of each publication. The bibliographic information is presented under a number of topical categories. The categories are (1) general, (2) science, domestic problems, and national goals, (3) needs and allocation of resources for science, (4) national R and D programs, (5) science, education, and the university, (6) science management and policy-making bodies, (7) science, foreign affairs, and national defense, and (8) science policy in foreign countries. Each cited publication is recorded under a single category; cross indexing is not used. The numbering of publications under each category runs consecutively through all issues of the Bulletin, so that a given number refers to only one citation. (LC)

ED 040 852 24 SE 008 641

Harper, E. Harold

The Identification of Socio-Economic Differences and Their Effect on the Teaching of Readiness for "New Math Concepts" in the Kindergarten.
Final Report.

Colorado Univ., Boulder. School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-9-H-004
Pub Date Apr 70

Grant—OEG-8-9-150004-2017(058)

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Elementary School Mathematics, *Instruction, *Kindergarten, Mathematical Concepts, Mathematics Education, Modern Mathematics, Number Concepts, *Readiness, Research, *Socioeconomic Influences

This report is a continuation of a study conducted at the University of Wisconsin during the spring of 1967. The previous study, Technical Report #38, succeeded in teaching conservation of numerosness to small groups of kindergarten children, in a middle-class community. The purpose of the present study was to determine if the typical classroom teacher, in schools differing in socio-economic levels, could successfully use the lessons developed in the previous study to effect conservation of numerosness with kindergarten children. Four questions were considered: (1) can the typical classroom teacher teach the conservation lessons as successfully as a specially trained expert, (2) is the treatment of greater value for pupils from disadvantaged backgrounds, (3) is the treatment of greater value for younger kindergarten children than for older ones, and (4) do younger children from disadvantaged backgrounds, who may have more cognitive flexibility, benefit more from the lessons? The "Test of Conservation of Numerosness" was presented to 484 kindergarten students partitioned into a control and two experimental groups. The results showed that the only question which could be answered affirmatively was question number two. (RP)

ED 040 853 SE 008 655

Anderson, Ronald D. And Others

Development of a Verbal and Non-Verbal Observation Instrument.

Boulder Valley School District, Colo.; Colorado Univ., Boulder.
Pub Date 3 Mar 70

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research As-

sociation (Minneapolis, Minn., March 3-5, 1970)

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Classroom Observation Techniques, *Elementary School Science, *Evaluation, *Interaction Process Analysis, Nonverbal Communication, *Secondary School Science, Student Teacher Relationship, Verbal Communication

Described is the development of an observation instrument that is designed to give a measure of the overall teaching strategy or style used by a teacher including both verbal and non-verbal interactions between teachers, students, and the physical materials which constitute the classroom environment. The instrument was developed to give a single rating of a teacher's style, representing his position on a continuum which can be described in very general terms with extremes defined as (1) expository-direct teaching and (2) inductive-indirect teaching. The instrument based on this model of teaching passed through several versions during its three years of development; however, in all versions, a rating of teaching style on a numerical scale is given for each one minute interval. Several versions of the instrument have been used in two studies of elementary school science teaching, one secondary science study, and one study of elementary school social studies. (BR)

ED 040 854 SE 008 657

Anderson, Ronald D. Horn, Jerry G.

Evaluation of the Colorado Elementary Science Project.

Colorado Univ., Boulder.

Pub Date 7 Mar 70

Note—17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (43rd, Minneapolis, Minn. March 5-8, 1970)

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*College School Cooperation, *Curriculum Development, *Elementary School Science, Evaluation, *Inservice Teacher Education, *Science Course Improvement Project
Identifiers—AAAS, Colorado Elementary Science Project (CESP), Elementary Science Study, Science (A Process Approach), Science Curriculum Improvement Project

This paper is an appraisal of the Colorado Elementary Science Project (CESP), a state-wide program to provide inservice education and assist school districts in the implementation of new elementary school science curricular programs. The University of Colorado and the Colorado State Department of Education cooperated in assisting school districts in their initial introduction of AAAS Science - A Process Approach, Elementary Science Study, and Science Curriculum Improvement Study. Selected elementary teachers were trained in the use of a new curricular program over a period of one school year while they were using the new materials with their own students. This was followed by a two-week summer session in which they were prepared to teach other teachers. Results of the evaluation indicate that: (1) one semester inservice course produced a change in the teacher's style of teaching science, (2) the major constraint limiting the full implementation of the new elementary science programs was the quantity of equipment and materials needed, and (3) principals became involved in implementation only if specific efforts were made to get them involved. (BR)

ED 040 855 SE 008 779

Suydam, Marilyn N. Weaver, J. Fred

Using Research: A Key to Elementary School Mathematics. Planning for Research in School.
Final Bulletin, Set A.

Pennsylvania State Univ., University Park. Center for Cooperative Research with Schools.

Pub Date [70]

Grant—OEG-0-9-480586-1352(010)

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Elementary School Mathematics, *Mathematics Education, *Research, *Research Methodology, Research Problems

This bulletin serves as a guide to those persons interested in conducting or implementing educational research. Research is described as being "controlled inquiry", either in the form of an experiment or a survey. Descriptions are given of the procedures and complications associated with planning and initiating experimental research. A

suggested routine would involve: (1) identification of the variables, (2) control of the relevant variables, (3) selection of an appropriate measuring instrument, (4) verification of the sample appropriateness, (5) a pilot study (if possible), and (6) dissemination of the findings. (RS)

ED 040 856 SE 008 790

Connelly, F. Michael

The Role of Principles of Enquiry in the Conduct of Enquiry and in Curriculum Development.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 14 Nov 69

Note—12p.; Paper presented at the Conference of the Science Teaching Association of Ontario (Toronto, Ontario, November, 1969)

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Biology, *Curriculum Development, *Logic, *Science Education, *Science History, Scientific Methodology, Secondary School Science

Analyzed is the relationship of different guiding principles of inquiry to the "topics" of inquiry: problems, facts, hypotheses, interpretations, and conclusions or outcomes. The idea of structure-function is given as an example of one guiding principle in biological inquiry, and homeostasis as another. It is argued that the guiding principle used determines how the subject matter is analyzed, so that problems, facts, hypotheses, interpretations and outcomes will be seen differently and related to each other in different ways under different guiding principles. The implications of this analysis for curriculum development are discussed. (EB)

ED 040 857 SE 008 794

Connelly, F. Michael

Enquiry Materials in Science Teaching.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 14 Nov 69

Note—27p.; Paper presented at the Conference of the Science Teaching Association of Ontario (Toronto, Ontario, November, 1969)

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Biology, *Inquiry Training, *Instruction, Instructional Materials, Logic, Science History, *Scientific Methodology, *Secondary School Science, Teaching Methods

Three ways in which the term "inquiry" is used are discussed: inquiry as a teaching method, inquiry as a mode of learning and inquiry as a logical disciplinary process. The role of guiding principles of inquiry is analyzed, using a discussion of Harvey's work on the heart to illustrate an inquiry guided by the idea of structure-function. It is argued that guiding principles of inquiry influence problems, facts, hypotheses, interpretations and outcomes. A discussion method is described aimed at teaching an understanding of inquiry as logic. Materials which can be used for "inquiry into inquiry" are listed. (EB)

ED 040 858 SE 008 807

Rienow, Robert

Man Against His Environment. A Television Series.

State Univ. of New York, Albany. Center for Educational Communications.

Spons Agency—New York State Education Dept., Albany. Div. of Educational Communications.

Pub Date 69

Note—124p.

Available from—Ballantine Books, Inc., 101 Fifth Ave., New York, N.Y. 10003

EDRS Price MF-\$0.50 HC-\$6.30

Descriptors—*Adult Education, *Conservation Education, Ecology, *Environmental Education, Natural Resources, *Pollution, *Population Growth, Social Action, Social Sciences, Study Guides

This is a compilation of study guides written around a series of 28 television lectures. Each guide gives a resume of the content of the lecture, questions to test recall, questions for reflection, suggestions for individual and group action in improving the environment, and a list of related readings. The lectures deal with population problems, conservation, and pollution. Desirable individual and social attitudes and actions are emphasized throughout. (EB)

ED 040 859 SE 008 821

Sherrill, James M.

The Effects of Differing Presentations of Mathematical Word Problems Upon the Achievement of Tenth Grade Students.

Texas Univ., Austin.
Pub Date 1 Jul 70

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Achievement, *Instruction, *Learning, *Problem Solving, *Secondary School Mathematics, Visual Stimuli

Described is a study concerned with the mode of presentation of printed mathematical word problems. Tenth grade students were given twenty word problems to solve, presented in one of three ways: (1) prose only, (2) prose with an accurate picture included, or (3) prose with a distorted picture. Experimental results showed that the group with an accurate picture performed significantly higher (.005) than the group with no picture, which in turn performed significantly higher (.005) than the group with a distorted picture. The subjects' intelligence scores, reading scores, and grade averages in the preceding year's mathematics courses were related to the subject's experimental achievement. (RS)

ED 040 860

SE 008 831

Teaching Mathematics in the Elementary School. What's Needed? What's Happening?

National Association of Elementary School Principals, Washington, D.C.; National Council of Teachers of Mathematics, Inc., Washington, D.C.; National Education Association, Washington, D.C.

Pub Date 70

Note—119p.

Available from—NEA Publications, 1201 Sixteenth St., N.W., Washington, D.C., 20036 (NEA Stock Number: 181-05592)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Elementary School Mathematics, *Inservice Programs, Instruction, *Mathematics Education, Principals, *Teacher Education

This publication is a collection of articles which are related to elementary school mathematics. The authors note that the book was written primarily for elementary school principals, mathematics specialists and supervisors, and elementary school teachers. The articles discuss such topics as major issues in mathematics education, instructional procedures for teaching mathematics, inservice programs, and future directions for elementary school mathematics. (FL)

ED 040 861

SE 008 849

Nader, Claire Zahlan, A. B. Science and Technology in Developing Countries. Proceedings of an International Conference Held at the American University of Beirut, Lebanon, 27 November–2 December, 1967.

Pub Date 69

Note—608p.

Available from—Cambridge University Press, 32 East 57th Street, New York, N. Y. 10022 (\$16.00)

Document Not Available from EDRS.

Descriptors—Agriculture, *Conference Reports, *Developing Nations, Economic Development, Foreign Countries, Manpower Development, Science Education, *Sciences, *Technology

This book contains the proceedings of a conference, held at the American University of Beirut in December, 1967, at which the problems and possibilities of planning the development and application of modern science and technology in developing countries were discussed, with particular reference to the Arab World and Turkey. In these countries special problems arise from the combination of an imbalance between population growth and food supply, financial instability, and the large recent increase in the numbers of universities and students. The three main topics discussed at the conference, which focused on human and institutional requirements of scientific-technological growth were: (1) the nature of the link between science, technology and national goals, (2) the problems facing institutions of higher education and government in the Middle East, (3) the kinds of support required in planning scientific and technological expansion, and cultural factors affecting such an expansion. The authors include university administrators and teachers, officials in government, international and commercial organizations, administrators of national scientific laboratories and representatives of philanthropic foundations. The papers include a large amount of original material which has not been available previously in the English language. Edited versions of the discussions following most papers are included. (LC)

ED 040 862

SE 008 852

Van Deventer, W. C. Duyser, Lucille

Idea-Centered Laboratory Science (I-CLS), Unit A, How a Scientist Studies His World.

Grand Rapids Public Schools, Mich.; Western Michigan Univ., Kalamazoo.

Pub Date 69

Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—*Curriculum, *Fused Curriculum, Instruction, *Instructional Materials, Interdisciplinary Approach, *Science Activities, *Secondary School Science, Teaching Guides

This document includes the introduction to and unit A of "Idea-Centered Laboratory Science" (I-CLS). The introduction describes the objectives, the basic assumptions and suggested teaching procedures of I-CLS. The basic theme of unit A is "How a Scientist Studies His World." Laboratory experiences consist of investigations into: (1) idea of observing, (2) idea of asking questions, (3) idea of hypothesis forming and testing, (4) idea of objectivity and tentativeness, and (5) idea of natural law. The 18 laboratory experiences in this unit, as in all I-CLS units, are inquiry related and designed primarily to develop an understanding of how a scientist expects his world to behave. The format for each laboratory experience is as follows: Introduction, Materials and Equipment, Collecting Data, and Follow-up. (BR)

ED 040 863

SE 008 871

Australian Science Education Project Guidelines Conference.

Australian Ministry of Science and Education, Canberra.

Pub Date 70

Note—242p.; Report of papers presented at the Australian Science Education Project Conference (Clayton, Victoria, Australia, January 18-23, 1970)

EDRS Price MF-\$1.00 HC-\$12.20

Descriptors—*Curriculum Development, *Educational Objectives, Interdisciplinary Approach, International Education, *Science Education, *Secondary School Science, *Teacher Education

Identifiers—Australian Science Education Project
Reported is a conference held to develop guidelines for the Australian Science Education Project (ASEP), a national project charged with producing curriculum materials for junior high school science. Included are copies of the addresses given and questions considered by discussion groups, and notes of the findings of the discussion groups. Questions considered include the general objectives of ASEP, the kinds of learning outcomes to be aimed at, the kinds of learning experiences and materials to be provided, questions of flexibility and sequencing, the use to be made of previously developed materials, the integration of the materials into the curricula of the different states, and plans for teacher education, evaluation, and research. (EB)

ED 040 864

SE 008 884

Moran, William E., Jr.

Population Bulletin, Volume 25 Number 5. A Sourcebook on Population.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date Nov 69

Note—52p.

Available from—Population Reference Bureau, Inc., 1755 Massachusetts Ave., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Demography, Ecology, Economic Development, Environmental Education, Marriage, *Migration Patterns, *Population Distribution, *Resource Materials, Urban Population

This sourcebook includes an annotated bibliography of population literature, university centers, libraries, international organizations, and U. S. government programs in the field of population. The sourcebook is designed, first of all, to be useful for the concerned layman and secondly for the professional demographic community. The sourcebook is divided into two major sections: a population bibliography and a guide to population organizations and programs. It also includes a glossary of common demographic terms. The bibliography introduces the layman to general works on population and then, in some 50 categories and subcategories, offers a broad spectrum of more specialized but non-technical treat-

ments. The 430 entries are arranged alphabetically by author, with information on the publisher, date and place of publication, length of work and retail price. Out-of-print books of particular merit are identified. The second section presents a basic picture of graduate-level university population centers in the United States, the location and resources of non-university population libraries open to outside researchers, the major private U. S. and international programs of the U. S. government. (BR)

ED 040 865

SE 008 900

Daug, Donald Roger

Evaluation of the Influence of Multi-Level Reading Materials on the Achievement of Fifth Grade Elementary Science Pupils When Placed at Reading Level by an Informal Reading Inventory.

Oregon State Univ., Corvallis.

Pub Date 28 May 70

Note—149p.; Ph.D. Thesis

EDRS Price MF-\$0.75 HC-\$7.55

Descriptors—*Academic Achievement, *Elementary School Science, Evaluation, Grade 5, *Instruction, *Instructional Materials, *Reading, Reading Level

The purpose of this study was to statistically evaluate the influence of student placement at reading level by means of an informal reading inventory in one kind of elementary science materials. The materials were used in 21 fifth grade classrooms in four Oregon school districts. The classes were divided into three treatment groups which were distributed among the schools. Treatment 1 consisted of students who read at one of five levels as determined by an individual formal reading inventory. Treatment 2 students read at one of five levels as determined by a group informal reading inventory. Treatment 3 students read at only the middle level of the five levels supplied by the publishers. Analysis of variance revealed no significant differences in achievement on criterion tests items among the treatment groups. The results indicate that the informal reading inventory will place students 1.3 years lower in the materials used in this study than would the Metropolitan Reading Achievement tests. Data on teacher rating indicated that teacher effectiveness was a valid area for further research. (BR)

ED 040 866

SE 008 927

Anthony, L. J.

Sources of Information on Atomic Energy, International Series of Monographs in Library and Information Science, Volume 2.

Pub Date 66

Note—255p.

Available from—Pergamon Press, Inc., 44-01 21st Street, Long Island City, New York 11101

Document Not Available from EDRS.

Descriptors—Bibliographies, *Energy, Information Services, *Information Sources, *International Organizations, *Nuclear Physics, Radiation Effects, Technology

This book provides a comprehensive survey of the principal national and international organizations which are sources of information on atomic and nuclear energy and of the published literature in this field. Organizations in all the major nuclear countries such as the United States, Britain, the Soviet Union, France, and Japan are described, and for each, details are given of structure, research programs, information services, libraries and principal publications. In addition, the publicly available literature of atomic and nuclear energy such as books, handbooks, encyclopedias, conference proceedings, bibliographies, abstracting services, periodicals and translations are described under the following headings: (1) atomic energy in general, (2) nuclear and high energy physics, (3) nuclear power and engineering, (4) radiation and radioisotopes, (5) plasma physics and controlled nuclear fusion. The book is intended mainly for librarians and information officers. The technical level is that of the intelligent and well-educated general user of reference sources. The index has three sections: (1) an index to organizations, (2) an author index, and (3) an index to periodicals. (LC)

ED 040 867

SE 008 928

Air Conservation, The Report of the Air Conservation Commission.

American Association for the Advancement of Science, Washington, D.C.

Pub Date 70

Note—346p.

Available from—American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 (Publication 80)

Document Not Available from EDRS.

Descriptors—Air Pollution Control, Natural Resources, *Pollution, *Public Health, Public Policy, Radiation Effects, *Socioeconomic Influences, *Technology, Urban Environment

This book is a report designed to be used by scientists in a wide variety of disciplines and by interested laymen. Thus, the readability of the material was maintained without sacrificing scientific accuracy. The document consisted of three parts. Part 1, Air Conservation and Public Policy, was written to be of interest to the broadest possible readership. Part 2, Summary of the Facts, is a concise report on the state of scientific knowledge about air conservation. Part 3, Background Reports, is primarily directed to scientists and specialists in other disciplines. Part 3 constitutes eighty-five percent of the total report. Nearly half of this section is devoted to pollutants and their effects of which chemical and radioactive pollutants received strong emphasis. (RR)

ED 040 868 SE 008 929

Index to Selected Outdoor Recreation Literature, Volume 4.

Department of the Interior, Washington, D.C. Bureau of Outdoor Recreation.

Pub Date 69

Note—230p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20202 (0-367-567)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Conservation Education, *Environmental Education, *Outdoor Education, *Recreational Facilities

Included are annotated citations of articles, books, dissertations, directories, conference proceedings, reports, speeches, and bibliographies, most of them published during the first six months of 1968. Citations are classified into six broad categories: Outdoor Recreation Resources; Administration of Resources and Programs; Recreation Users, Activities, Demands and Values; Research; Education; and History and Philosophy. Each citation gives from two to fifteen "key words" indicating content. There is a subject index, a geographic index, and an author index. Appendices list the literature cited by document types. (EB)

ED 040 869 SE 008 930

Guides to Outdoor Recreation Areas and Facilities.

Department of the Interior, Washington, D.C. Bureau of Outdoor Recreation.

Pub Date 68

Note—112p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20202 (0-288-832)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Camping, *Guides, Maps, *Outdoor Education, *Recreational Facilities, Travel

Listed are guides, maps, and directories to recreation areas and facilities in the United States. The guides are categorized as national, regional, or state. Relevant guides are cross-referenced for camping, canoeing, fishing, hiking, and hunting. Prices and sources of supply are indicated. (EB)

ED 040 870 SE 008 943

Becker, Jerry P. Rogers, Lloyd V. Research in the Teaching and Learning of Mathematics.

Pub Date 69

Note—22p.; Reprint of a report on a Symposium held during the Annual Meeting of the California Mathematics Council (Northern Section), Asilomar, Cal., Dec. 2-4, 1966

Journal Cit—Journal of Structural Learning; v1 n4 p163-183 1969

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Conference Reports, Educational Research, *Instruction, *Learning, *Mathematical Concepts, *Mathematics Education, Research

This paper is a report of a symposium on research in mathematical learning and teaching held during the annual meeting of the California Mathematics Council in 1966. Speakers and their topics were: Professor Frederick J. McDonald - "The Teaching of Mathematics"; Dr. John E. Coulson - "The Learning of Mathematics"; Professor Zoltan P. Dienes - "Research and Evaluation in Mathematics Learning". Introductory remarks were made by Dr. Jerry P. Becker. (Author/FL)

ED 040 871 SE 008 949

Armstrong, Jenny Rose

The Relative Effects of Two Forms of Spiral Curriculum Organization and Two Modes of Presentation on Mathematical Learning.

Wisconsin Univ., Madison.

Pub Date 68

Note—293p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 68-7084; Microfilm, \$3.80; Xerography, \$13.30)

Document Not Available from EDRS.

Descriptors—*Curriculum, Deductive Methods, Doctoral Theses, *Elementary School Mathematics, Grade 6, Inductive Methods, *Instruction, *Learning, Spiral Curriculum

Analyzed were the relative effects of two forms of spiral organization (area or topical), and two instructional modes of presentation (inductive or deductive), on the mathematical learning of sixth graders. The learning was assessed at each of six cognitive levels, within three areas, on four topics, over a three month time period. The results indicated that the form of spiral organization and mode of presentation differentially facilitated various types of learning when adjustments were made for the pupils' mathematical aptitude, prior mathematical learning, and global intelligence. The interaction of curriculum and instruction variables were not found to significantly affect mathematical learning. (Author/RS)

ED 040 872 SE 008 954

Headley, Irene Braden

Natural Resources Bibliography.

Ohio State Univ. Libraries, Columbus.

Report No.—OSU-Pub-5

Pub Date 70

Note—254p.

EDRS Price MF-\$1.00 HC-\$12.80

Descriptors—*Annotated Bibliographies, Bibliographies, Environmental Education, *Natural Resources, Physical Geography, Resource Materials, Sciences, Social Sciences, Technology

This bibliography presents a modern definition of the conceptual framework from which to view natural resources, and affords access to information which examines resources from the social scientists point of view. It presents five broad divisions of activity or variables which include (1) Natural and Human Resources, (2) Epistemological and Scientific Resources, (3) Economic and Cultural Resources, (4) Attitudinal Directions, and (5) Selected Current Issues. It is international in scope, and provides access to information available in each division including research and writing in the field, statistical data, directories, research aids such as dictionaries and handbooks, and special reference works indicative of the state of the art in this decade. (HB)

ED 040 873 SE 008 964

Mathematics in Canadian Schools, A Canadian Association of Mathematics Teachers Conference Report.

Canadian Association of Mathematics Teachers, Ottawa (Ontario); Canadian Teacher's Federation, Ottawa.

Report No.—C-68401

Pub Date Dec 67

Note—85p.; Reports presented at an invitational meeting of the Canadian Association of Mathematics Teachers (Ottawa, Ontario, Canada, December 8-9, 1967)

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—*Conference Reports, *Curriculum, *Elementary School Mathematics, *Mathematics Education, *Secondary School Mathematics

This booklet summarizes the initial conference of the Canadian Association of Mathematics Teachers. The primary purpose of the conference was to exchange information on objectives,

present state and proposed development of mathematics curriculum in the provinces of Canada and to comment on the difficulties experienced in introducing new approaches to mathematics teaching. Reports presented during the conferences are included. These reports are concerned with the changes each province has made in its mathematics curriculum in recent years. (Author/FL)

ED 040 874 SE 008 968

Schaaf, William L.

A Bibliography of Recreational Mathematics, Volume 2.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 70

Note—204p.

Available from—National Council of Teachers of Mathematics, 1201 16th St., N.W., Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Literature Guides, Literature Reviews, *Mathematical Enrichment, *Mathematics Education, Reference Books

This book is a partially annotated bibliography of books, articles and periodicals concerned with mathematical games, puzzles, tricks, amusements, and paradoxes. Volume 2 follows an original monograph which has gone through three editions. The present volume not only brings the literature up to date but also includes material which was omitted in Volume 1. The book is intended for both the professional and amateur mathematician. This guide can serve as a place to look for source materials and will be helpful to students engaged in research. Many non-technical references are included for the layman interested in mathematics as a hobby. One useful improvement over Volume 1 is that the number of sub-headings has been more than doubled. (FL)

ED 040 875 SE 008 985

Moguntunde, P. A. And Others

Modern Mathematics for the Junior High School, Geometry 1, Part 1.

Comprehensive High School, Aiyetoro (Nigeria).

Pub Date Aug 66

Note—231p.

EDRS Price MF-\$1.00 HC-\$11.65

Descriptors—*Curriculum Development, Geometric Concepts, *Geometry, *Instructional Materials, *Secondary School Mathematics, *Textbooks

Identifiers—Nigeria

This textbook is a part of a four-volume experimental series dealing with basic concepts and ideas in modern mathematics. It was the wish of the authors to present material which the students would understand, rather than memorize. Professional assistance was provided by Harvard University. The material is divided into four chapters: (1) sets of points, (2) plane figures, (3) congruent figures, and (4) basic constructions. Cumulative tests are provided at the end of each chapter. (RS)

ED 040 876 24 SE 008 988

King, Irvin L.

A Formative Development of a Unit on Proof for Use in the Elementary School (Parts 1, 2 and 3).

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-111

Bureau No.—BR-5-0216

Pub Date Jan 70

Contract—OEC-5-10-154

Note—401p.

EDRS Price MF-\$1.50 HC-\$20.15

Descriptors—*Concept Formation, Doctoral Theses, *Elementary School Mathematics, Grade 6, *Instruction, *Mathematical Concepts, *Mathematics Education

Investigated was the feasibility of presenting proof materials to college-capable sixth-grade students. A unit on mathematical proof was developed using an iterative procedure. Formative evaluation procedures were used to improve various components of the unit. Included in the unit are terminal student behaviors, cartoon stories, and several classroom activities which use a desk computer. Results indicated that the iterative

tive developmental procedures employed were highly successful. (Author/FL)

ED 040 877 24 SE 008 991
Braswell, James

The Formative Evaluation of Patterns in Arithmetic Grade 6 Using Item Sampling, Phase 2: Analysis of Mathematics Instruction (Parts 1, 2 and 3).

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-113

Bureau No.—BR-5-0216

Pub Date Mar 70

Contract—OEC-5-10-154

Note—253p.

EDRS Price MF-\$1.00 HC-\$12.75

Descriptors—*Curriculum Evaluation, Doctoral Theses, Educational Television, *Elementary School Mathematics, *Evaluation, Grade 6, *Instruction, Mathematical Concepts, Televised Instruction

Evaluated was grade 6 of a televised arithmetic program, "Patterns in Arithmetic." The major goal was to determine whether or not the technique of item-sampling could be incorporated into a design effective for formative curriculum evaluation. Approximately 60 classes near Madison, Wisconsin, participated in the study. Tests were administered at four times during the year to a random sample of students to provide a profile of performance change. As a result of these tests, changes were made in the television presentations. It was concluded that item-sampling had the following advantages over traditional achievement testing: (1) more detailed information is provided, (2) planning and review are more effective, (3) transient aspects become evident, (4) revision is more effectively accomplished, and (5) it is more economical of time and money. (Author/RS)

ED 040 878 24 SE 008 994
Frayer, Dorothy Ann

Effects of Number of Instances and Emphasis of Relevant Attribute Values on Mastery of Geometric Concepts by Fourth- and Sixth-Grade Children (Parts 1 and 2).

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-116

Bureau No.—BR-5-0216

Pub Date Mar 70

Contract—OEC-5-10-154

Note—125p.

EDRS Price MF-\$0.50 HC-\$6.35

Descriptors—*Elementary School Mathematics, *Geometric Concepts, Grade 4, Grade 6, *Instruction, *Learning, Mathematical Concepts, *Mathematics Education, Research

Reported are the results of study (approximately 20 minutes a day for four days) by fourth- and sixth-grade children of programed lessons dealing with geometric concepts. Independent variables of number of instances (4 or 8) and emphasis of relevant attribute values (presence or absence of attention directing and review questions) were varied systematically. Questions were given to test recognition and production of attribute examples, attribute names, concept examples, and non-examples, concept definitions, and relationships of the concepts to one another. The results showed that: (1) increasing the number of instances significantly improved recognition of concept-non-examples for fourth grade children, and (2) emphasis of relevant attribute values significantly increased recognition of attribute names for fourth grade and sixth grade children, production of attribute names for fourth grade children, and overall concept mastery for fourth grade children. (Author/RS)

ED 040 879 SE 009 043
Mathematics Program, K-8, 1967-1968 Strands Report, Part 1.

California State Dept. of Education, Sacramento.

Pub Date Aug 67

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Arithmetic, Conference Reports, *Curriculum Development, *Elementary School Mathematics, Evaluation, Experimental Programs, Instruction, Mathematics Education, Mathematics Teachers, *State Programs

This report is a follow-up to the report presented by the Advisory Committee on Mathematics to the California State Curriculum Commission in 1962. Recommendations are made for continued studies, experiments, and evaluations by the State Department of Education in the areas of mathematics teaching and the in-service education of teachers. Special consideration should be given to (1) the goals of an elementary school mathematics program, (2) the climate in the classroom, (3) the mathematical content of each "Strand", (4) the kindergarten, (5) proficiency in mathematical techniques, and (6) development of new evaluative instruments. (RS)

ED 040 880 SE 009 048

Darling, F. Fraser Eichhorn, Noel D.

Man & Nature in the National Parks: Reflections on Policy.

Conservation Foundation, Washington, D.C.

Pub Date 69

Note—89p; Second edition

Available from—The Conservation Foundation, 1250 Connecticut Ave., N.W., Washington, D.C. 20036 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Conservation Education, Ecology, Environment, *Natural Resources, Nature Centers, *Parks, *Policy, Wildlife Management

This is a report on an inquiry into some of the social/political/ecological problems of the national parks of the United States. The authors examined the impact of man on the national parks and concluded that the parks now face dangers from within, in addition to the older and more generally recognized external pressures for economic exploitation of the parks' timber and mineral resources. These new dangers come from an increasing number and density of people, who spend more of their increasing leisure time in the parks and bring more of their automobiles and other equipment into the parks. This report is divided into five main sections: (1) the nature of a national park, (2) the national park resource, (3) development, (4) management of plants and animals, and (5) the concept of wilderness in national parks. This report is illustrated by 15 black and white photographs of various national parks in the country. (LC)

ED 040 881 SE 009 056

Hater, Mary Ann Kane, Robert B.

The Cloze Procedure as a Measure of the Reading Comprehensibility and Difficulty of Mathematical English.

Purdue Univ., Lafayette, Ind.

Pub Date [70]

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Cloze Procedure, Mathematical Vocabulary, *Mathematics Education, *Reading Comprehension, *Reading Difficulty, Research, Secondary School Mathematics

The purpose of this study was to validate the cloze procedure as a measure of the comprehensibility and difficulty of mathematical English. The authors point out that the cloze technique cannot readily be applied to mathematical English as it can to ordinary English since this technique is not defined to include deletions of mathematical symbols, and mathematical English has no definite ordering of words. Results supported the hypothesis that cloze tests over mathematical English passages are highly reliable measures and valid predictors of the reading comprehensibility of mathematical English passages for grades 7-12. There was also sufficient evidence to suggest the conclusion that cloze tests are valid predictors of reading difficulty for mathematical English passages at these grade levels. (Author/FL)

ED 040 882 SE 009 064

Aerospace Bibliography, Fifth Edition.

National Aerospace Education Council, Washington, D.C.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date Jan 70

Note—103p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (O-382-274, \$1.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Aerospace Technology, *Annotated Bibliographies, Astronomy, *Booklists, Career Opportunities, *Information Sources, *Reference Materials, Satellite Laboratories

This fifth edition of NASA's Aerospace Bibliography presents to elementary and secondary school teachers and to general adult readers an updated list of books, references, periodicals, and other educational materials related to space flight and space science. The arrangement of this edition differs markedly from that of previous editions. Users are advised to refer first to Part I - Subject Index to locate books and materials on a particular subject, and at a particular suggested reading level. Details about each item listed in the Subject Index may then be found in Part II - Annotated Bibliography, which lists all items alphabetically by author or source. For the most part, books listed bear copyright dates beginning with 1967 through fall 1969. Part III contains an annotated bibliography of different reference materials such as atlases, bibliographies, chronologies, dictionaries and encyclopedias. Part IV is an annotated list of periodicals. There is an index to titles, a description of NASA services and a list of the addresses of sources of books and other materials. [Not available in hard copy due to marginal legibility of original document.] (LC)

ED 040 883 SE 009 067

Montague, Harriet F.

Certification of Teachers of Secondary School Mathematics.

State Univ. of New York, Buffalo.

Pub Date Apr 70

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Certification, Mathematics Education, *Mathematics Teachers, *Secondary School Mathematics, Surveys, *Teacher Certification, Teacher Education, Teacher Qualifications

Identifiers—New York

This study was prompted by the change in New York State certification (effective October 1968) which requires only 18 hours of courses in college mathematics for permanent certification in secondary school mathematics. The study does not suggest any recommendations as to the desired preparation for teaching secondary school mathematics, but information regarding current practices and recommendations from mathematicians and mathematics teachers is presented. (FL)

ED 040 884 24 SE 009 215

Dasenbrock, David Teates, Thomas

CAI Programs and Macros for Formative Curriculum Evaluation.

Florida State Univ., Tallahassee. Dept. of Science Education.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TM-1

Bureau No.—BR-6-1762

Pub Date 1 Jun 70

Contract—OEC-2-6-061762-1745

Note—76p.

Available from—Intermediate Science Curriculum Study, Dept. of Science Education, Florida State University, Tallahassee, Florida

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—*Computer Assisted Instruction, Computer Programs, *Curriculum Development, *Curriculum Evaluation, Evaluation, Programming, *Secondary School Science

This technical memo is designed for persons who are interested in research with and development of curriculum material. Detailed information regarding computer programs, and program documentation used in the development and evaluation of ISCS curriculum materials is provided. The memo includes supplemental information to ISCS Technical Report I entitled "CAI Utilization for Formative Curriculum Evaluation." Flow diagrams and program listings of the ten types of CAI programming macros as well as the five data analysis programs developed by ISCS are included. This material also provides analysis programs for the formative evaluation of CAI text. (Author/FL)

ED 040 885 24 SE 009 295

Scandura, Joseph M.

Extra-Scope Transfer in Learning Mathematical Rules, Final Report.

Pennsylvania Univ., Philadelphia. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-B-065

Pub Date May 70
Contract—OEC-0-8-080065-3680(010)
Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Learning, *Mathematical Concepts, *Research, *Secondary School Mathematics, *Transfer of Training

The purpose of this report was to test the hypothesis that extra-scope transfer depends on the extent to which a statement of strategy may be viewed as a restriction of a more general strategy. Sixty-six high school students were taught a restricted statement of one of three strategies of varying generality. Twenty-two of these students served as a control group. All subjects were tested on six problems which were based on a variant of the game "NIM". The first two problems were within the scope of the most specific strategy, the second two were within the scope of more general strategies, and the last two were within the scope of the most general strategy. Results indicate that restricted rule statements may provide an adequate basis for generalization. Also, performance on the second problem of each pair was contingent on performance on the corresponding first problems indicating that what is learned may be determined by performance on single test items and used to predict performance on additional similar-scope problems. Suggestions are made for future research. (Author/FL)

ED 040 886 24 SE 009 298

Ed, Merle W. Hyer, Leon A. Significance Values for an Exact Multinomial Test and Accuracy of the Chi-Square Approximation, Final Report.

Lehigh Univ., Bethlehem, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-B-023

Pub Date Aug 69
Grant—OEG-0-8-080023-3696(010)
Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—Educational Research, Research, *Statistical Analysis, *Statistical Studies, *Statistics, Tests of Significance

The purposes of this study were to tabulate the exact cumulative probabilities for a multinomial such that expected frequencies vary from 1 to not less than 5 in the case where the expected frequencies are equal and to study the accuracy of the conventional chi-square goodness-of-fit test. The tables of cumulative probabilities provide exact tests of goodness-of-fit in small samples. They also serve as criteria for approximations to the multinomial other than the conventional chi-square test or as criteria for the effectiveness of corrections for that test. (Author/FL)

ED 040 887 SO 000 037

Hauser, Philip M.

Handbook for Social Research in Urban Areas.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Aug 67

Note—214p.

Available from—UNESCO, Place de Fontenay, Paris-7e, France (\$5.25)

Document Not Available from EDRS.

Descriptors—Case Studies, City Demography, City Government, City Improvement, City Planning, City Problems, Community Organizations, Data Analysis, *Developing Nations, *Guides, Housing, Land Use, Migrants, Research Design, *Research Methodology, Social Change, Social Planning, *Sociology, Urban Areas, Urban Culture, *Urbanization

Addressed primarily to social scientists and administrators in developing areas, this handbook (a volume in the Technology and Society series) is designed for those not widely experienced in research design and data analysis. Many problem areas of developing nations, such as adequate housing and urban amenities, adjustment and acculturation of in-migrants, accommodation to rapid social change, effective economic organization and growth, and efficient local government, are viewed as functions of accelerating urbanization. However, developing areas are generally lacking in adequate census, administrative, and other forms of data necessary for the study and solution of these problems. Written by an international panel of experts, part one, "Social Research Data and Procedures," discusses the area units for urban analysis, sources of data, the use of field and case studies, and appropriate research designs. Part two, "Types of Studies," is

concerned with general studies of urbanization, demographic studies, the study of social organization and personal and social disorganization, and the study of urban physical plants and their administration. International bibliographies are included for all 10 chapters. A companion to this guide is: Handbook of Household Surveys: A Practical Guide for Inquiries on Levels of Living, UNESCO, New York, 1964. (DJB)

ED 040 888 SO 000 054

Peter, Hollis W. And Others

Comparative Theories of Social Change.

Foundation for Research on Human Behavior, Ann Arbor, Mich.

Spons Agency—Agency for International Development, Washington, D.C.

Pub Date Nov 66

Note—381p.

Available from—Foundation for Research on Human Behavior, P.O. Box 1248, Ann Arbor, Michigan 48108 (\$5.00)

Document Not Available from EDRS.

Descriptors—Behavior Theories, Ecology, Economic Development, Environment, Group Structure, Institutions, Interdisciplinary Approach, *Models, Psychological Needs, Research Problems, *Social Change, Social Development, Socialization, *Social Sciences, Social Systems, *Systems Analysis, Technological Advancement, *Theories, Values

This symposium report contains various statements of the theory of change and societal growth and maintenance viewed from the perspectives of major social disciplines. Comparative theories in these areas can provide guidelines for predicting, planning, and carrying out social development programs. The theme of the symposium was the problem of linking and reconciling the various theories within the context of an open general systems theory. The following papers are included: 1) Toward a General Theory of Directed Value Accumulation and Institutional Development, Harold D. Lasswell and Allan R. Holmberg; 2) Toward a Theory of Power and Political Structure, Karl W. Deutsch; 3) Wealth and the Economy, Everett E. Hagen; 4) Health and Well-Being Values in the Perspective of Sociocultural Change, Charles C. Hughes; 5) Social Change Skills and Creativity, Morris D. Stein; 6) Enlightenment and Communication, Daniel Lerner; 7) General Equilibrium Model of the Social System, Walter Isard and C. Peter Rydell; 8) Applying Behavioral Science for Organizational Change, Warren G. Bennis and Hollis W. Peter; 9) Institution Building in National Development, Milton J. Esman and Fred C. Bruhns. Each paper is discussed by the authors, discussants and observers. Includes a bibliography, glossary, and author biographies. (DJB)

ED 040 889 SO 000 062

Senesh, Lawrence

Issues in Teacher Education; A Social Scientist's View.

National Council for the Social Studies, Washington, D.C.

Pub Date 69

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Academic Education, Activity Learning, Educational Objectives, *Preservice Education, *Program Proposals, *Project Training Methods, Relevance (Education), Social Sciences, *Social Studies, Student Needs, *Teaching Experience, Teaching Methods, Teaching Models, Training Laboratories

The basic problem in training teachers (teaching them what makes social institutions tick and how to relate this knowledge to present and future needs of children) has not been solved by teacher training institutions. The author's plan for a one-year social sciences training program emphasizing the project approach may provide a solution. Its primary objective is to train teachers in the ways of knowing. The program consists mainly of lectures on the structures of economics, political science, sociology and anthropology. These are followed by laboratory sessions applying the fundamental ideas of each discipline in various teaching situations to give students experience with teaching strategies "best suited to their particular skills and temperaments." The themes of the laboratory sessions are: social reality, problem solving, analytical tools, K-12 grades, and multi-disciplinary (except for economics). Orientations are: time, space, systems, and future.

Completing course as a whole are curriculum conferences emphasizing creativity. (DJB)

ED 040 890 SO 000 063

Pirro, Ellen B. Snyder, Stephen

Manual for the International Relations Laboratory.

Minnesota Univ., Minneapolis. Dept. of Political Science.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 69

Grant—OEG-3-7-061513-0058

Note—127p.

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors—*College Curriculum, Data Analysis, *Foreign Relations, Instructional Materials, *Laboratory Manuals, Manuals, *Political Science, *Research Methodology, Research Skills, Statistical Analysis, Supplementary Textbooks

This manual is the fifth in a series aimed at giving undergraduate students sophistication in dealing with actual research problems, and in the discovery and examination of data. It is intended as a supplement to a regular International Relations program. As a laboratory manual, it makes certain suggestions for tools and techniques. Some exercises are intended to be introductory; others presuppose statistical training and experience in data analysis. Concepts and methods covered are: conflict behavior and aggregate data, international images, survey analysis, attitude measurement and content analysis, decision making and simulation, political community formation, voting behavior analysis, international regionalism, game theory, factor analysis. Exercises can be tailored to meet the demands of research facilities in particular places. Assigned and supplementary reading, a codebook, and a glossary are included. ED 026 028 references the other manuals in this series. (SBE)

ED 040 891 95 SO 000 068

Sebolt, Alberta P. Clegg, Ambrose A., Jr.

Model for the Development of Inquiry-Oriented Social Studies Curriculum Materials Using Community Resources as Learning Laboratories. Curriculum Model #1.

Resource Learning Lab., Sturbridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—88p.

EDRS Price MF-\$0.50 HC-\$4.50

Descriptors—Behavioral Objectives, *Community Resources, *Concept Teaching, Curriculum Design, Environmental Education, Experimental Curriculum, Field Instruction, *Inquiry Training, Instructional Materials, Measurement Instruments, *Models, Problem Solving, Sequential Programs, Socialization, *Social Studies Units

Identifiers—*Bloom's Taxonomy of Educational Objectives

In the planning phase of this ESEA Title III Project, a learning unit was developed to serve as an outline for the first draft of the model. The field-lab approach is stressed in the belief that the "real world" offers a unique learning opportunity, since it includes the "how" of living as well as the inquiry process of decision-making in the selection of solutions to problems. The curriculum content is centered around one specific problem: How does man provide for and conserve an indispensable resource—water? The scope of instruction is outlined in terms of specific concepts and generalizations, and instructional behavioral objectives. The inquiry teaching strategy is discussed with reference to the cognitive levels of Bloom's taxonomy (cognitive and affective domains). A teacher background booklet provides descriptive material on the field-lab: the Quabbin Reservoir System in Massachusetts. Bibliographies are included for activities, teacher resources, student books, and the references used in the model development. The revised version of the Test for Concept Learning and Identification of the Cognitive Process (SO 000 085) is appended. SO 000 069 and SO 000 070 describe Curriculum Model #2 and the general R-L-L Curriculum Model. (SBE)

ED 040 892 95 SO 000 069

Sebolt, Alberta P.

Developing a Curriculum Model: An Inquiry-Oriented Curriculum Model for the Development of Social Science Concepts in Field Laboratories.

Resource Learning Lab., Sturbridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—13p.; Presented at the 49th Annual Meeting of the National Council for the Social Studies, Houston, Texas, November 28, 1969

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Behavioral Objectives, *Community Resources, *Concept Teaching, Curriculum Design, Experimental Curriculum, Field Instruction, *Inquiry Training, *Models, Problem Solving, Sequential Programs, Socialization, *Social Studies

Identifiers—*R L L Curriculum Model, Tabla Model

The paper addresses itself to the R-L-L Curriculum Model as developed by this Title III ESEA Project. The elements of the model are described: 1) The educational purposes or objectives as defined within the scope of the basic activities of man; 2) The learning experiences necessary for the behavioral objectives stated in terms described by Mager; 3) Organization of these experiences around content, multi-media instruction, and the field lab where primary source materials provide the vehicle for inquiry; 4) The teaching strategies are based on conceptualization as a learning theory. The teacher-directed Tabla Model has been modified and combined with the R-L-L Model and is based on the theory that learning is a continuous process; 5) Evaluation through feedback of the learning experiences in terms of their function in the process of conceptualization; 6) A test for concept development. Reflecting concern with the "real world," each model is designed as a learning unit which utilizes the community as a laboratory. The nature of the content is determined by social science concepts which are an integral part of the problem-solving process and implicit to an understanding of community. SO 000 068 and SO 000 070 describe Curriculum Model #1 and #2 learning units. (SBE)

ED 040 893 95 SO 000 070

Sebolt, Alberta P. And Others

Model for the Development of Inquiry-Oriented Social Studies Materials Using Community Resources as Learning Laboratories. Curriculum Model #2. Field-Laboratory: Old Sturbridge Village.

Resource Learning Lab., Sturbridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Behavioral Objectives, *Community Resources, *Concept Teaching, Curriculum Design, *Elementary Grades, Environmental Education, Experimental Curriculum, Field Instruction, *Inquiry Training, Material Development, Models, Museums, Problem Solving, Sequential Programs, Socialization, *Social Studies Units

The major reason for using the outdoor history museum as a field laboratory is to provide for small in depth studies of "real life" problems relevant for today's students. An authentic New England village of 1790-1840 provides the background for the sequential development of various concepts in the social studies learning unit. Concepts are identified for development within four themes; however, only one is covered in this paper: How does man provide for his basic needs of food, clothing and shelter through the use of natural, human and capital resources? Course content, behavioral objectives, teacher background material, and inquiry teaching strategies related to cognitive objectives are briefly described. The inquiry-oriented curriculum materials are applicable for grade 2, but they can be used within a specific range. These are piloted in grades 1, 2 and 3. SO 000 068 and SO 000 069 describe Curriculum Model #1 and the general R-L-L Curriculum Model developed by this ESEA Title III Project. (SBE)

ED 040 894 SO 000 071

Tom, Alan R. Applegate, Jimmie R.

The Teaching Workshop: An Approach to Implementing New Social Studies Curricula.

Washington Univ., St. Louis, Mo. Graduate Inst. of Education.

Pub Date 69

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Classroom Observation Techniques, *Curriculum Development, Educational Objectives, Inservice Teacher Education, Lesson Plans, Microteaching, *Social Studies, Teacher Attitudes, *Teacher Education, Teacher Evaluation, *Teacher Workshops

Identifiers—Saint Louis Teacher Workshops, Structure of Knowledge

The failure of teachers to comprehend basic curriculum objectives and their unwillingness or inability to act in accordance with these objectives are severe impediments to the successful use of new materials, according to the authors. They discuss these impediments and conventional solutions as an introduction to their suggested approach: teacher workshops incorporating actual practice with new materials. The three components of the workshops are: examination of assumptions and planning for teaching, practice teaching, and analysis of teaching. Also discussed are the role of the workshop director, equipment and facilities, recruitment of teachers, and evaluation of the St. Louis teacher workshops. A ten-item bibliography is included. (DJB)

ED 040 895 88 SO 000 086

Tinsley, Drew C. And Others

Cognitive Objectives Revealed by Classroom Questions in "Process-Oriented" and "Content-Oriented" Secondary Social Studies Programs.

American Educational Research Association, Washington, D.C.

Spons Agency—Missouri Univ., Kansas City. School of Education; Office of Education (DHEW), Washington, D.C.

Pub Date Mar 70

Grant—OEG-0-8-0-052000-2908

Note—13p.; Presented at American Educational Research Association Annual Meeting, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Classes (Groups of Students), Classroom Observation Techniques, *Classroom Research, *Cognitive Processes, Content Analysis, Critical Thinking, Decision Making, Discovery Processes, Inquiry Training, Problem Solving, *Questioning Techniques, *Secondary Grades, *Social Studies, Teacher Orientation, Teaching Techniques

Identifiers—Teacher Pupil Question Inventory, TPQI

This study investigates the cognitive nature of teacher-pupil questions in "process oriented" and "content oriented" secondary social studies programs. Subjects were five classes selected from a program viewed by both teachers and pupils as process-oriented; five from a program viewed by both teachers and pupils as content oriented. Ten hours of class discussion (five in each program) were audio-taped. Raters coded questions according to the Teacher-Pupil Question Inventory (TPQI). The TPQI has nine categories, seven of which are based on the Bloom taxonomy and the formulations of Sanders; the remaining two classifications, affective and procedural, include non-cognitive questions. Data obtained were treated by a mixed model ANOVA design. Data analysis showed: 1) No significant difference between programs in the mean numbers of questions asked. 2) Over-all, memory, interpretation, and procedure questions (lower level cognitive processes) were asked most frequently by both teachers and students. 3) The teachers asked three times as many questions as the students. 4) None of the interactions was significant. Further research is needed to ascertain why higher cognitive levels of questions in the process-oriented programs were not asked. (Author/DJB)

ED 040 896 95 SO 000 099

Goldstein, Herbert

How to Use the Social Learning Curriculum: A Handbook for Field Test Teachers.

Yeshiva Univ., New York, N.Y. Dept. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-6-1368

Pub Date 69

Contract—OEC-32-42-1700-6018

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Classroom Techniques, Developmental Programs, *Educable Mentally Handicapped, *Experimental Curriculum, Pilot Projects, Social Development, *Socialization, Special Education, *Teaching Guides, Teaching Models, *Teaching Procedures

Identifiers—SLC, *Social Learning Curriculum

During the first year of field testing the Social Learning Curriculum a number of questions were raised by participating teachers as to just how to use the Curriculum or exactly what to do with it. This handbook was written to help answer some of these questions concerning the teaching phases. The instructions very briefly summarize the major aspects of the Curriculum which are found in the "Introduction" section of each "Phase": content rationale, behavioral objectives, teaching procedures, (concept teaching, inquiry techniques, content modification, activity planning), readiness assessment techniques and tools, and student and Curriculum evaluation. Several documents discuss the various aspects of this Curriculum in detail: SO 000 004, SO 000 138, SO 000 139, SO 000 140, SO 000 141, SO 000 156, SO 000 157, and SO 000 158. (SBE)

ED 040 897 24 SO 000 102

Mundstuck, Jay Kuzmack, Linda

Special Social Studies Class Under Model School Program of the Washington, D.C. Public School System. Final Report.

Metropolitan Washington Planning and Housing Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-C-001

Pub Date Jun 69

Grant—OEG-3-8-08001(010)

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Black Community, *Citizenship, *City Problems, Civics, Community Study, *Course Descriptions, Course Objectives, *Field Experience Programs, Inductive Methods, Inquiry Training, Neighborhood Improvement, Occupational Choice, Resource Materials, Senior High Schools, Social Adjustment, Social Problems, Student Projects, Teaching Methods, *Urban Education, Urban Renewal

Identifiers—Cardozo High School, District of Columbia

The report summarizes the background, objectives, developmental work, conclusions, and recommendations of Cardozo High School's urban problems program. A one semester elective civics course for seniors was developed. The objectives of the course are: 1) to develop knowledge and practical skills (comparative shopping, budgeting, housing) to cope with city problems; 2) to foster participation in neighborhood and city life and government; 3) to build academic skills; 4) to broaden educational and vocational choices; and 5) to involve students in the search for ways out of the urban dilemma, within a black framework, by working on a neighborhood redevelopment plan. Considerable field work takes the classroom into the city for visits to organizations, interviews, photographs, community surveys, participation in community meetings and political life, and data gathering on housing, jobs, and education. Observation and data are recorded, analyzed, and reported to the class. Students bring community resources into the classroom; community and government agency publications, tape recordings, newspapers, speakers from city, state, and federal agencies, and community leaders. Descriptions of the course units and materials, excerpts from student reports, and a bibliography are appended. (SBE)

ED 040 898 SO 000 109

Hill, A. David

Strategies of the High School Geography Project for the Colleges: A New Heresy.

National Council for Geographic Education.

Pub Date 29 Nov 69

Note—18p.; Presented at 55th Annual Meeting of the National Council for Geographic Education, Houston, Texas

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*College Instruction, Concept Formation, *Concept Teaching, Curriculum

Development, Geographic Concepts, *Geography Instruction, Inquiry Training, Instructional Improvement, Instructional Innovation, Learning Theories, Multimedia Instruction, Multisensory Learning, *Secondary Grades, *Teaching Methods

Identifiers—High School Geography Project

Arguing that new strategies can improve upon traditional college and university geography teaching, based on a "feeding-in-of-information" model, selected assumptions of the High School Geography Project (HSGP) strategies are presented. The HSGP has utilized new findings in learning theory and studies of the structure of knowledge. (1) The college teacher, who is a subject specialist, produces better instructional materials if aided by specialists in such processes of teaching as concept formation and use, value and motive formation, analysis of objectives, epistemological analysis, and programming. (2) Concept-orientation should be foremost; that is, information should be used only to the extent necessary to teach geographical concepts. (3) A wide variety of instructional media, offering diverse perceptual experiences to the students' senses, increases the probability that interest will be maintained and that concepts will be learned, concept formation being a non-verbal process. (4) Inquiry learning underlies all of the other strategies, since it is in sensing and solving problems that students learn. Implications of adopting these strategies, as well as possible obstacles to their adoption, are also discussed. This paper will be published in *Journal of Geography*, December 1970. (DJB)

ED 040 899 95 SO 000 112

Myers, Charles B.

Social Studies Innovations 1968-1969: A Report of the Social Studies Pilots of the SPEEDIER Project.

Curriculum Study Research and Development Council of South Central Pennsylvania, Palmyra.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Grant—OEG-3-7-703596-4396

Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—Articulation (Program), Curriculum Development, Curriculum Evaluation, *Demonstration Projects, Diffusion, *Educational Strategies, Information Dissemination, *Inservice Teacher Education, *Instructional Innovation, Models, Pilot Projects, *Social Studies, Teaching Techniques

Five pilot programs were selected as vehicles to introduce new social studies curriculum ideas into the 52 school systems served by the project. The objectives of this ESEA Title III project were: 1) to improve social studies instruction and teacher classroom behavior; 2) to increase local educator understanding of the new curriculum; 3) to develop teacher skills in using new strategies and materials; 4) to develop positive attitudes, educator skills, and knowledge for curriculum experimentation and change; 5) to modify district procedures and policies to promote change. The Fenton Social Science Program and the Greater Cleveland Social Science Program were used in secondary grades. The University of Minnesota Project Social Studies Program, Taba Social Studies Curriculum, Senesh Social Science Program (Our Working World), and the Cleveland Program were used in the elementary grades. Each of these programs and the over-all Pilot Model are described in terms of pilot preparation, implementation, dissemination, and critical evaluation. To determine the success of the pilots, limited assessment procedures were used to measure student critical thinking ability, inquiry skills, value or attitude change, and academic achievement, and to measure teacher values, beliefs and self-concept. SO 000 013 and SO 000 047 are related documents. (SBE)

ED 040 900 95 SO 000 113

Myers, Charles B.

Social Studies Pilots 1969-1970. [SPEEDIER Project.]

Curriculum Study Research and Development Council of South Central Pennsylvania, Palmyra.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 26 Jun 70

Grant—OEG-3-7-703596-4396

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Articulation (Program), Curriculum Development, *Demonstration Projects, Diffusion, *Educational Strategies, *Inservice Teacher Education, *Instructional Innovation, Microteaching, Models, Pilot Projects, *Social Studies, Teaching Techniques

The five social studies pilot programs used in the first year (1968-1969) of the SPEEDIER Project were continued and expanded to include more schools, teachers, students, and grade levels. During the Spring of 1970 it was possible to add three short-term pilot programs with only a few teachers involved in each. These pilots were: 1) American Political Behavior Course, piloted in grade 9; 2) High School Geography Project, Unit 1, piloted in grades 10, 11, and 12; 3) "Dangerous Parallel" and "Crisis in the Balkans" Simulations, piloted in grades 9, 11, and 12. The Pilot Model was the same with more emphasis placed on teaching technique refinement. Demonstrations of specific strategies, instruction in those strategies, and teacher practice with them were part of the effort. Audio and video tapes of classes were used to provide feedback to teachers. Descriptions of the activities of each program are given including: pilot preparation workshops or institutes, and pilot implementation, introduction to materials, refinement of teaching techniques, dissemination, and critical evaluation. Detailed information on the original five pilot programs and the pilot model I is available in SO 000 112 and SO 000 147. (SBE)

ED 040 901 SO 000 137

Invitational Conference on Citizenship Education.

The Charles P. Schwartz Citizenship Project.

Chicago Univ., Ill. Graduate School of Education. Spons Agency—Chicago Univ., Ill. Graduate School of Education.

Pub Date Apr 70

Note—80p.; Report of Invitational Conference on Citizenship Education. The Charles P. Schwartz Citizenship Project, Wingspread Center, Racine, Wisconsin, October 1969

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—Attitude Tests, *Citizenship, *Critical Thinking, Democratic Values, Elections, Political Attitudes, Political Issues, *Political Socialization, *Social Studies, Social Values, Student Attitudes, Student Participation, Teacher Attitudes, *Values

The objectives of this Conference included an examination of new approaches to citizenship education and an evaluation of the teaching materials produced by the Charles P. Schwartz Citizenship Project (CPSCP), and an examination of the attitudinal studies on citizenship values conducted under the auspices of CPSCP. Major sections of the Report include: 1) an address by the Hon. Paul Simon, Lt. Governor of Illinois, in which he lists and discusses 13 issues and related activities for citizenship education; 2) "Attitudinal Research Studies of Teachers and Students," a paper by Paul F. Kleine, in which are discussed problems of attitudinal research and proposals for two studies; 3) "Politics—the Heart of Citizenship Education," by Mark M. Krug, a paper which criticizes citizenship education as not satisfactorily producing citizens willing and able to work within the American political system; 4) "Attitudes and Values in Citizenship Education," by Irving Morrisett, a paper placing analysis and clarification of values in separate citizenship education courses and in the broad context of the social sciences and humanities; 5) a final section containing an explanation of the citizenship education unit, Slogans and Standard Bearers, The National Party Conventions, by Jean Bernstein, and evaluations of it by several teachers. (DJB)

ED 040 902 95 SO 000 138

Goldstein, Herbert

Social Learning Curriculum and Evaluation.

Yeshiva Univ., New York, N.Y. Dept. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Report No—ER-1

Bureau No—BR-6-1368

Pub Date 69

Contract—OEC-32-42-1700-6018

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Curriculum Development, *Curriculum Evaluation, *Data Collection, *Educable Mentally Handicapped, *Experimental Curriculum, *Guides, Pilot Projects, Socialization, Special Education

Identifiers—SLC, *Social Learning Curriculum

The evaluation, or feedback, phase is considered an integral component in the development of the Social Learning Curriculum. Evaluation is based on the understanding that the educational process depends upon interaction of the contents, the teachers, and the students, which in combination significantly affect implementation of the Curriculum. To collect data from the field test teachers on each of these variables, three forms were developed: 1) Evaluation Sheets to cover the substantive content, teaching procedures, instructional materials; 2) Teachers' Data Form; 3) Students' Data Form (Educable Mentally Retarded). Analysis of the quantitative ratings and qualitative comments made by teachers provides an index of the needs for and magnitude of curriculum revision, and the relationship between the teachers' reaction to the Curriculum and the demographic characteristics of the teachers and their classes. The data are compiled and analyzed in SO 000 140 SO 000 141, SO 000 156, SO 000 157, and SO 000 158, SO 000 004, SO 000 099, and SO 000 139 are additional related documents. (SBE)

ED 040 903 95 SO 000 139

Goldstein, Herbert

A Pilot Study of the Social Competence Assessment Profile (P-SCAP) - Part I.

Yeshiva Univ., New York, N.Y. Dept. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Report No—ER-2

Bureau No—BR-6-1368

Pub Date 15 May 69

Contract—OEC-32-42-1700-6018

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Educable Mentally Handicapped, *Evaluation, Interpersonal Competence, Measurement, *Retarded Children, Socialization, Special Education, Student Evaluation, *Student Testing, *Task Performance, Tests, *Test Validity

Identifiers—SCAP, SLC, Social Competence Assessment Profile, *Social Learning Curriculum

The P-SCAP is an experimental format for verifying assessment procedures specially designed for use with retarded children. It does not measure intelligence or social learning. The resultant scores are useful only for measuring the suitability of the format and type of task for testing retarded children. These scores can determine the following: 1) whether or not retarded children have the prerequisite perceptual, verbal and motor skills to perform the tasks; 2) how many pretraining items are needed in order to make this procedure useable; 3) how the test procedure relates to age and other student characteristics. If this technique is successful it will be used in a forthcoming Social Competence Assessment Profile (SCAP) which is specifically designed for measuring the social learning of retarded children. P-SCAP test procedures give the children an opportunity to manipulate some educational pictures in a game-like situation. There are two 30-minute testing sections, each with a total of 22 demonstration, Pretraining, and test items. General directions for administration, test procedures, and item directions are given. Appendices include: tips for field test representatives, a basic information form, and a testing evaluation form. Some related documents are SO 000 004, SO 000 099, SO 000 138, SO 000 140, SO 000 141, SO 000 156-000 158. (SBE)

ED 040 904 95 SO 000 140

Goldstein, Herbert

Characteristics of Teachers Who Participated in the 1968-1969 Field Test.

Yeshiva Univ., New York, N.Y. Dept. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Report No—ER-3

Bureau No—BR-6-1368

Pub Date 1 Jul 69

Contract—OEC-32-42-1700-6018

Note—55p.

EDRS Price MF-\$0.25 HC-\$2.85

Descriptors—Curriculum Development, *Curriculum Evaluation, *Educable Mentally Handicapped, Experimental Curriculum, Pilot Projects, Socialization, Special Education, *Special Education Teachers, *Statistical Data, *Teacher Characteristics

Identifiers—SLC, *Social Learning Curriculum

This report summarizes the characteristics of the teachers participating in the Social Learning Curriculum. Characteristics covered here are teacher age, sex, years of teaching experience, educational background, and the type and amount of supervision, with each item broken down into several subcategories for frequency counting. The data are grouped by test sites: Connecticut, Massachusetts, Rhode Island, New Jersey, several cities in New York, Pennsylvania, Florida, Iowa, Kansas, Michigan, Alaska, Idaho, and Utah. The totals for all the sites combined are also included. This is not a formal analysis of the variables; however, a summary is provided at the end of the report. The data presented should be useful for any further analysis of the curriculum evaluation performed to solve specific curriculum problems, and for evaluation of the effect of teachers' variables on utilization of the curriculum. A copy of the Teachers' Data Form is appended. The rationale for this evaluation phase is described in SO 000 138. The characteristics of the participating students are reported in SO 000 141, SO 000 139, SO 000 156, SO 000 157, and SO 000 158 cover other facets of the curriculum evaluation. SO 000 004 and SO 000 099 are other related documents. (SBE)

ED 040 905 95 SO 000 141

Goldstein, Herbert

Characteristics of Children Who Participated in the 1968-1969 Field Test.

Yeshiva Univ., New York, N.Y. Dept. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Report No.—ER-4

Bureau No.—BR-6-1368

Pub Date 14 Jul 69

Contract—OEC-32-42-1700-6018

Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—Curriculum Development, *Curriculum Evaluation, *Educable Mentally Handicapped, Experimental Curriculum, Multiply Handicapped, Pilot Projects, Socialization, Socially Disadvantaged, *Special Education, *Statistical Data, *Student Characteristics

Identifiers—SLC, *Social Learning Curriculum

This report summarizes the characteristics of the students participating in the Social Learning Curriculum. The information on these educable mentally retarded students includes: sex, age, IQ, tests upon which intelligence estimates are based, year of test administration, physical or emotional handicaps, and the number of children considered socially disadvantaged. The format of the data is the same as in the report on the teachers' characteristics (SO 000 140). A copy of the Students' Data Form is appended. The rationale for this evaluation phase is described in SO 000 138. SO 000 139, SO 000 156, SO 000 157, and SO 000 158 cover other facets of the Curriculum evaluation. SO 000 004 and SO 000 099 are other related documents. (SBE)

ED 040 906 24 SO 000 142

Thorn, Richard S.

Development of a Curricular Plan and Materials for the Teaching of a College Level Course on the Economic and Social Development of Latin America. Final Report.

Pittsburgh Univ., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-B-049

Pub Date 31 Jan 70

Contract—OEC-08-080049-3655

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.85

Descriptors—*Area Studies, *College Curriculum, Course Content, Curriculum Development, *Curriculum Guides, Economic Development, *Instructional Materials, *Latin American Culture, Social Development

The first part of this project report, Appendix 1, is the curriculum outline which has been used for the author's course in Economic Development in Latin America. It takes a preponderantly

problem-oriented and sectional approach. The main units, following an introductory survey of the Latin American region and its people and institutions, are: Economic and Social Development in Latin America: Background and Theories, and Financing Development. Bibliographies, partially annotated, are keyed to each of the 16 sections of the units. Appendix 2, Bibliography of Economic Development Issues in Latin America, comprises the major portion of the report. The bibliographies contain materials which give both Latin American and foreign viewpoints and approaches to issues affecting Latin American development, the role of the United States in Latin American development, and efforts at multilateral cooperation such as the Alliance for Progress. Many of the over 500 entries are therefore in Spanish. A second phase of the project still in progress is the translation of selected materials written in Spanish into English for the instruction of non-Spanish reading students. (DJB)

ED 040 907 SO 000 143

Campbell, Angus Schuman, Howard

Racial Attitudes in Fifteen American Cities.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jul 69

Note—69p.; Prepared for the National Advisory Commission on Civil Disorders, 1968

Available from—Dept. E, Publications Div., Room 1060. Institute for Social Research, 426 Thompson St., Ann Arbor, Mich. 48106 (\$1.00)

Document Not Available from EDRS.

Descriptors—Attitude Tests, Demonstrations (Civil), Ghettos, Group Behavior, *Northern Attitudes, Questionnaires, *Race Relations, *Racial Attitudes, Racial Discrimination, Racism, Research Projects, *Surveys, *Urban Culture, Urban Environment

Concerned exclusively with what might be termed as "the human meaning of the current confrontation of the races in American cities," this preliminary report supplements and extends the findings of the National Advisory Commission on Civil Disorders by dealing specifically with the attitudes, perceptions, experiences, and expectations of blacks and whites living in 15 major northern cities, and of whites in two suburbs of those cities. Probability sampling yielded 300 to 400 black and white subjects, aged 16-69 years, from each city, and 363 white subjects from the two suburbs. Nearly 500 interviewers (black for black subjects and white for white subjects) administered pretested 100+ item questionnaires, about half of the items being common for both races. Reported results are based on combined responses of black urban, white urban, and white suburban subjects. (Analysis of differences between cities will appear in the final report—see below.) Areas studied were: 1) black views of racial issues; 2) white beliefs about blacks; 3) a comparison of black and white attitudes and experiences in the city; 4) the uses of violence. A summary of the report precedes the detailed tables and analyses of responses. An extension of the findings in this preliminary report will be published in 1970 by Columbia University Press. (DJB)

ED 040 908 32 SO 000 145

Zimmermann, Matilde J.

Teacher's Guide for Afro-American History.

New York State Dept. of Social Services, Albany.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 69

Note—124p.; Prepared for the Bureau of Children's Institutions Services of the N.Y. State Department of Social Services

EDRS Price MF-\$0.75 HC-\$6.30

Descriptors—*African American Studies, African History, American History, *Annotated Bibliographies, Black Power, *Elementary Grades, Ethnic Stereotypes, History Instruction, Negro Education, Negroes, Negro History, Negro Institutions, Negro Literature, Negro Role, *Secondary Grades, *Teaching Guides

This manual is designed to help the non-specialist cope with the existing body of material on Afro-American studies and establish guidelines for evaluating new resources as they appear. No attempt is made to recommend teaching methods

or activities, but the author urges supplementation of elementary and secondary social studies courses and materials, most of which overlook or distort the role of blacks in American history. The first part of the manual, Survey of Afro-American History, is divided into 16 historical periods paralleling similar divisions in American history courses, e.g.: The African Past; Black Power During the Reconstruction Period; Depression and the New Deal; Black Nationalism. Each section surveys its period with an emphasis on Afro-Americans, and notes three to five related specialized works. The second part comprises a 40-page topical bibliography to aid teachers and librarians in adding to their Afro-American studies materials. It covers bibliographies, teacher guides, biographies, general histories and documentary collections, African history and culture, contemporary issues, black art, children's books, newspapers and periodicals, films and filmstrips, sound recordings, and organizations and publishers. (DJB)

ED 040 909 SO 000 146

Lippitt, Ronald

The Dimension of Change: In Our Society, Our Students, and Our Social Studies Curriculum.

National Council for the Social Studies, Washington, D.C.

Pub Date Nov 69

Note—11p.; Presented at National Council for the Social Studies, 49th Annual Convention, Houston, Texas, Nov., 1969

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Behavior Change, Change Agents, *Curriculum Development, *Curriculum Planning, Educational Innovation, Educational Objectives, Educational Trends, Interaction, *Social Change, Social Environment, Social Influences, *Social Studies, Student Role

Writing from the point of view of a social studies curriculum planner or developer, certain questions are formulated which have relevance for teachers and curriculum leaders who are planning social studies education for the 70's. These questions have to do with: 1) trends in the societal environment creating pressures for changes in social studies/social science education; 2) major trends of present and future change in the lifespans of the young; 3) possible future curriculum and student transactions; 4) helps and hindrances in achieving goals; 5) what first steps to take now. Listing ten societal trends and images of the future, and six trends in the lifespans of the young, the author extrapolates from them to describe elementary and secondary schools of the future. He considers these glimpses of future curriculum and teaching activities relevant to present-day planning, suggests problems and potentialities of trends toward change, and discusses possible first steps toward change in social science education, which will play a core role in school programs and the lives of the young. (DJB)

ED 040 910 95 SO 000 147

SPEEDIER Project. Third Annual Report, 1969-70.

Curriculum Study Research and Development Council of South Central Pennsylvania, Palmyra.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 70

Grant—OEG-3-7-703596-4396

Note—263p.

EDRS Price MF-\$1.00 HC-\$13.25

Descriptors—*Articulation (Program), Curriculum Development, *Demonstration Projects, Diffusion, Educational Strategies, *Inservice Teacher Education, Instructional Innovation, *Management Systems, Microteaching, Pilot Projects, *Social Studies

This project was funded under ESEA Title III and four subcontracts with Research for Better Schools. The Title III aspect of the project focused on curriculum change in the fields of language arts, social sciences, and teacher training. Complete reports on each of the following have been included: 1) the Social Studies Pilot Programs as described in SO 000 112 and SO 000 113; 2) implementation of the Language Arts Pilot—Nebraska Curriculum; 3) in-service microteaching and interaction analysis (using modifications of the Stanford program, Mini-Course I developed by the Far West Regional Laboratories, and the Flanders System); 4) fourteen in-ser-

vice programs in defining, selecting, and writing behavioral objectives; 5) curriculum materials acquisition, the SPEEDIER library, and a survey of the library services in local schools; 6) individualized instruction through the use of Learning Activity Packets; 7) the SPEEDIER Model Management System adapted from the Program Evaluation Review Technique (PERT) and the Critical Path Method Management (CPM) Systems; 8) the College Advisory Committee and consultant services; 9) publications and audio-visual reports; 10) the summer workshop series independent of pilot programs; and, 11) general project information and evaluation. Related documents are: SO 000 112 and SO 000 113. (SBE)

ED 040 911 95 SO 000 149

Weinberg, Meyer

Desegregation Research: An Appraisal.

Phi Delta Kappa, Bloomington, Ind. Commission on Education and Human Rights.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 70

Note—460p.; Second Edition

Available from—Integrated Education Associates, 343 South Dearborn Street, Chicago, Illinois 60604 (\$3.75); Phi Delta Kappa, 8th and Union, Bloomington, Indiana 47401 (\$3.75)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Aspiration, Black Community, Equal Education, Family Attitudes, *Integration Effects, *Integration Studies, Minority Groups, Race Relations, *Racial Segregation, Racism, *Research Reviews (Publications), *School Integration, Self Concept, Sociocultural Patterns, Student Experience

Identifiers—*Equal Educational Opportunity Survey, Racial Isolation in the Public Schools

Studies which are relevant to the experiences of children in segregated and desegregated schools are reviewed and evaluated in this edition, including those completed by 1969. For purposes of the study segregation is defined as a socially patterned separation of people; desegregation as the abolition of social practices that bar equal access to opportunity. The chapters are concerned with: desegregation and academic achievement; aspiration and self concept; the student in school and in the family; the Riverside, California, school study due to be completed in 1972; non-Negro minorities; the Equal Educational Opportunity Survey and Racial Isolation in the Public Schools (two HEW studies); the Negro community and desegregation; and anti-desegregation critics. Included are a summary of the effects of desegregation, research trends, the author's conclusion, an author index, a geographical index of studies, and a bibliography. The first edition (1968) is available from EDRS as ED 031 527. (DJB)

ED 040 912 24 SO 000 155

Garland, William E.

Urbanization in Africa. A Resource Unit. Project Africa, 1970.

Carnegie-Mellon Univ., Pittsburgh, Pa. Project Africa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0724

Pub Date 70

Contract—OEC-32-42-1700-2970

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—*African Culture, Annotated Bibliographies, Cross Cultural Studies, Grade 12, *Inquiry Training, *Instructional Materials, Secondary Grades, Social Change, Social Studies, *Social Studies Units, Socioeconomic Influences, Teaching Guides, *Urbanization

Identifiers—*Africa, Project Africa

The introduction to this suggested resource unit discusses several different approaches to the study of urbanization and its impact in Africa south of the Sahara. Part I of this unit includes an annotated bibliography of selected sources. The brief descriptions of selected materials should prove useful in classroom study, and in the development of units of study organized along the lines of one or more of the approaches suggested. Part II consists of a model teaching unit which is built on an inquiry-teaching strategy. A variety of materials are utilized to explore the impact of urban life on individual Africans, their responses

to this way of life, and implications of these responses for the students themselves. It is designed for use by high school seniors. Daily lesson plans, outlines of materials and copies of handouts, work sheets, study guides, and selected reading materials for student use are included. Some related materials are: ED 023 692, ED 023 693, ED 030 010, ED 032 324-032 327, and ED 033 249. (SBE)

ED 040 913 95 SO 000 156

Goldstein, Herbert

Evaluation Summary for Phase 1: Perceiving Individuality.

Yeshiva Univ., New York, N.Y. Dept. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-6-1368

Pub Date 30 Mar 69

Contract—OEC-32-42-1700-6018

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—*Course Content, Curriculum Development, *Curriculum Evaluation, Data Collection, *Educable Mentally Handicapped, Experimental Curriculum, Pilot Projects, Socialization, Special Education, *Statistical Data, *Teaching Procedures

Identifiers—SLC, *Social Learning Curriculum

Beginning in September of 1968, a series of orientation meetings were conducted to establish a field test network and to introduce the Social Learning Curriculum to interested teachers. Phase I of the Curriculum was distributed and the system for evaluation was explained. During this period the project could determine the amount of time teachers had available to devote to the curriculum evaluation process and the most suitable format for collecting the evaluative data within that time. The Teachers' Evaluation Sheet was used as an early and temporary evaluation format primarily concerned with gathering qualitative information on: content, background information, readiness assessment, pre-evaluation of social knowledge, and general teaching principles and strategies. Evaluation Booklets (171) were returned; the teachers' comments on each section and each activity in the curriculum were tabulated to provide a summary of how teachers viewed Phase I. Following the summary, some general trends in the evaluation are discussed. There are no breakdowns of the data according to demographic variables in this report, however, the demographic information is reported in SO 000 140 and SO 000 141. SO 000 138, SO 000 139, SO 000 157, and SO 000 158 cover other facets of the curriculum evaluation. SO 000 004 and SO 000 099 are other related documents. (SBE)

ED 040 914 95 SO 000 157

Goldstein, Herbert

Evaluation Summary for Phase 2: Understanding the Environment.

Yeshiva Univ., New York, N.Y. Dept. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-6-1368

Pub Date 69

Contract—OEC-32-42-1700-6018

Note—114p.

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—*Course Content, Curriculum Development, *Curriculum Evaluation, Data Collection, *Educable Mentally Handicapped, Experimental Curriculum, Pilot Projects, Socialization, Special Education, *Statistical Data, *Teaching Procedures

Identifiers—SLC, *Social Learning Curriculum

The evaluation of Phase 2 consists of quantitative ratings and qualitative comments collected through the use of an Evaluation Booklet (124 returned). Quantitative data were gathered for the teaching procedures used for each lesson; they included ratings of materials, preparation, teacher information, purpose, and teacher actions. Qualitative data were gathered for the evaluation of content, background information, readiness assessment, pre-evaluation of social knowledge, and general teaching principles and strategies. The quantitative rating scores are presented in a matrix at the beginning of each section or lesson. The teachers' qualitative com-

ments are then tabulated and presented for each section, and grouped into three categories: positive, negative, and suggestions. These comments may be used for further definition of the meaning of the quantitative scores, and as clues to the application of that phase. Following the summary, some general trends in the evaluation are discussed. SO 000 138, SO 000 139, SO 000 140, SO 000 141, SO 000 156, and SO 000 158 cover other facets of the curriculum evaluation. SO 000 004 and SO 000 099 are other related documents. (SBE)

ED 040 915 95 SO 000 158

Goldstein, Herbert

Evaluation Summary for Phase 3: Recognizing Dependence.

Yeshiva Univ., New York, N.Y. Dept. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-6-1368

Pub Date 69

Contract—OEC-32-42-1700-6018

Note—115p.

EDRS Price MF-\$0.50 HC-\$5.85

Descriptors—*Course Content, Curriculum Development, *Curriculum Evaluation, Data Collection, *Educable Mentally Handicapped, Experimental Curriculum, Pilot Projects, Socialization, Special Education, *Statistical Data, *Teaching Procedures

Identifiers—SLC, *Social Learning Curriculum

The evaluation of Phase 3 consists of quantitative ratings and qualitative comments collected and presented in the same manner as the data in the evaluation of Phase 2 (SO 000 157). In this case, however, only 100 Evaluation Booklets were returned. SO 000 138, SO 000 139, SO 000 140, SO 000 141, and SO 000 156 cover other facets of the curriculum evaluation. SO 000 004 and SO 000 099 are other related documents. (SBE)

ED 040 916 SP 003 923

Multi-Media Resource List; Eskimos and Indians.

Ontario Dept. of Education, Toronto.

Pub Date 69

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Bibliographies, *Biographies, *Eskimos, Fiction, Filmstrips, *Indians, Instructional Films, Legends, Maps, *Multimedia Instruction, Museums, Mythology, Phonograph Records, Slides

This resource list is intended to inform teachers of the teaching aids which are available about Eskimos and Indians. It includes the following sections in loose-leaf form for easy updating: bibliography with sub-sections entitled Eskimos, General, Indians of Canada, Indians of Other Regions, Indian Culture, Myths and Legends, Biography, and Fiction; Films from the Ontario Dept. of Education, National Film Board, Canadian Film Institute; Filmstrips from the National Film Board, and S.V.E.; Single-Concept Loop-Films; Free and Inexpensive Materials; Maps; Museums; Picture Sets; Records; and Slide Sets. (MBM)

ED 040 917 SP 003 924

Gonzo, Carroll Lee

An Analysis of Factors Related to Choral Teachers' Ability to Detect Pitch Errors While Reading the Score.

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Choral Music, College Students, *Music Education, *Music Teachers, Music Theory, Secondary School Teachers, Teacher Education, *Teacher Experience, Teacher Qualifications

In order to determine whether differences exist between undergraduate music majors preparing for teaching careers in music and experienced secondary-level choral teachers in regard to their ability to detect pitch errors, a Pitch Error Detection (PED) test was developed, and a questionnaire designed to retrieve information about the subjects' musical education was devised. Statistical analysis of test results for 62 undergraduate music majors at the University of Wisconsin and 38 experienced secondary choral teachers in the state of Wisconsin indicated that there was no significant difference in the performance of the two groups, but that those teachers with 6 to 10 years of teaching experience did significantly

better than the undergraduate music majors. It was also noted that subjects holding masters degrees (usually the same as those with 6 to 10 years of experience) performed better on the PED test than juniors, seniors, and bachelors degree holders, and that students who maintained an A average in 2 years of music theory did significantly better on the test than other students. These findings suggest that although teaching experience does not seem to contribute to improving competency in pitch error detection, graduate study and a good grasp of music theory may be related to this competency. (RT)

ED 040 918 SP 003 927
Teacher Supply and Demand in Public Schools, 1969.

National Education Association, Washington, D.C. Research Div.
Report No.—RR-1969-R14
Pub Date 69
Note—78p.

Available from—National Education Association, 1201 Sixteenth Street, N.W. Washington, D.C. 20036 (#435-22894, \$1.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Beginning Teachers, *Career Choice, Educational Background, *Education Majors, Followup Studies, Former Teachers, *Public School Teachers, Teacher Background, *Teacher Qualifications, *Teacher Supply and Demand

This national survey is broken down into four main sections: 1) supply of new teachers; 2) demand for new teachers; 3) supply compared with demand for new teachers; 4) education completed by public school teachers. In the first section statistics are given for education majors graduated in each subject field and in each state. The number of new graduates going into teaching and the number and career choice of those not going into teaching is given. The second section outlines the criteria for estimating demand for "new teachers" (those who have taught before but not in the previous academic year) and "beginning teachers" (those who have never taught). It then presents statistics on the demand for these two types of teachers according to subject field and state. The third section compares supply with demand and develops statistics on trends in each subject field and in each state. The fourth section compares the educational background of elementary and secondary school teachers in different subject fields and states. As a supplement to the main part of the report, a special section presents the results of a survey of state departments of education and the nation's 76 largest school systems which asked for general impressions of the current status of teacher supply and demand in that area. (RT)

ED 040 919 24 SP 003 956
Johnson, Charles E.

The Model Program from the Student's Viewpoint.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—GEM-Bull-69-15
Bureau No.—BR-8-9024

Pub Date 69

Contract—OEC-0-8-089024-311(010)
Note—24p.; Phase 1, Elementary Teacher Education Models

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*College Freshmen, Education Majors, Elementary School Teachers, *Individualized Curriculum, Orientation, *Teacher Education

Identifiers—Comprehensive Elementary Teacher Education Models

This paper describes how the Georgia model program for preparing elementary teachers (ED 025 491) will appear to a student participant when the model has moved from conceptualization to reality. Various preprofessional phases are described in the nine sections: (1) Recruitment, of the high school senior; (2) Application and Admission, including introduction to the new environment by an upperclassman; (3) Orientation, small group activities to acquaint him with the individualized program; (4) Seminar, assignment to a group of 20 education students (some nearly finished with their 1 to 2 years of paraprofessional work) where he will remain for periodic discussions until he becomes an assistant teacher;

(5) The First PM (proficiency module) Block, a flexible period of time averaging 3 to 4 months during which he completes prescribed curriculum requirements; (6) Starting the PM, a routine involving introduction to the PM objectives and behaviors, preevaluation and analysis, the prescription and initial undertaking of learning tasks, and the progress review session with his instructor; (7) Other PMs, the same routine through a sequence which will involve him by the fourth week in three or four series of PMs which he will work on simultaneously in such subject areas as English, mathematics, biology; (8) Evaluation of Student Progress; (9) First Field Laboratory Experience, 5-week PMs in off-campus elementary schools. (JS)

ED 040 920 24 SP 003 957
Johnson, Charles E.

Criteria for Validating the Feasibility of the Components of a Model Teacher Education Program.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—GEM-Bull-69-24

Pub Date 69

Note—13p.; Phase 2, Elementary Teacher Education Models

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Elementary School Teachers, *Evaluation Criteria, *Models, *Program Design, *Teacher Education

Identifiers—Comprehensive Elementary Teacher Education Models

This paper contains the criteria for validating the technical and sociopsychological validity of the Georgia model for the preparation of elementary school teachers. The criteria, regarded as essential features for the effective operation of the model program, were developed during the planning activities preceding the funding of the project (1968) and are reprinted here in their original form classified in the seven broadly conceived components of the model: (1) teacher performance behaviors, (2) candidate selection, (3) instruction (including learning activities and materials, instructional procedures, and program sequence), (4) evaluation of student achievement and program evaluation, (5) staff orientation, (6) reciprocal commitments, and (7) administrative organization. (JS)

ED 040 921 24 SP 003 958
Bauch, Jerold P.

PM Evaluation Guidelines.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—GEM-Bull-69-13

Bureau No.—BR-8-9024

Pub Date 69

Contract—OEC-0-8-089024-311(010)
Note—9p.; Phase 1, Elementary Teacher Education Model

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Individualized Instruction, *Models, *Student Evaluation, *Teacher Education

Identifiers—Comprehensive Elementary Teacher Education Models

This paper presents guidelines for the evaluation of candidate performance, the basic function of the evaluation component of the Georgia program model for the preparation of elementary school teachers. The three steps in the evaluation procedure are outlined: (1) proficiency module (PM) entry appraisal (pretest); (2) self evaluation and the recording of activities; and (3) PM exit appraisal (posttest). Six basic suggestions for the individual or group developing the PM are listed. They deal with PM prerequisites; appropriate variety, emphasis, and balance among type of evaluation procedures; use of a learning task check list, a means for the candidate to keep records of activities and for the advisor or PM coordinator to verify them; use of goal cards, another vehicle for student self evaluation and advisor verification; and what entry assessment and exit assessment should determine. (JS)

ED 040 922 24 SP 003 959
Bauch, Jerold P. Shearron, Gilbert F.

The Elementary School of the Late '70's.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—GEM-Bull-69-23

Bureau No.—BR-8-9024

Pub Date 69

Contract—OEC-0-8-089024-311(010)

Note—9p.; Phase 1, Elementary Teacher Education Models

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Educational Change, *Educational Trends, *Elementary Schools

Identifiers—Comprehensive Elementary Teacher Education Models

Speculative prediction of the elementary school program of the future can be derived from current trends, promising directions, the accumulating body of theory and research, and demands of society. In the area of communications, multimedia and multisensory communication will replace teacher talk as the primary, one way channel. Formal curriculum will be replaced by commitment to each child's program. Evaluation will function as a mechanism for gathering feedback information to be used to guide and adjust the variables of the learning environment. Instruction will consist of cooperatively selected experience ranging from individual self instruction to mass instruction in groups of from two to several hundred. As children participate more directly in some of the activities of the community and as community involvement in the school increases, currently existing gaps in perception and expectation will be narrowed. The school will retain the aim of individual participation in the greater society, but will approach that purpose through the release of human potential, not the challenging of human potential. Educators will apply technology where the end result will be more efficient and effective learning and increased opportunity for person-to-person transactions. (JS)

ED 040 923 24 SP 003 960
Ayers, Jerry B.

Selected Data on Teacher-Pupil Personnel for GEM Feasibility Study.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—GEM-Bull-69-2; R-1

Bureau No.—BR-9-0477

Pub Date 69

Contract—OEC-0-9-200477-4043

Note—12p.; Phase 2, Elementary Teacher Education Models

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Teacher Supply and Demand
Identifiers—Comprehensive Elementary Teacher Education Models

This report presents data which were collected and summarized for the purpose of facilitating the Georgia Educational Models Feasibility Study. Included are (1) a summary of the number of bachelor degree graduates recommended for certification for elementary school teaching in Georgia and from the University of Georgia from 1961-68 and a projection for 1969-74; (2) a summary of the enrollment figures (and breakdown by class) for the University of Georgia College of Education for students majoring in elementary and early childhood education in 1967-69; (3) a summary of the number of pupils in the elementary and kindergarten classrooms of Georgia in 1961-68 and a projection for 1969-75; (4) projection of the number of elementary teachers needed in Georgia from 1967-72; (5) a flow diagram of elementary teacher turnover in U. S. for 1967-68 and 1959-60; (6) teacher turnover of beginning teachers in a select group of school systems in Georgia for 1964-65 and 1965-67. (JS)

ED 040 924 24 SP 003 961
Johnson, Charles E. Shearron, Gilbert F.

Selected Teacher Performance Specifications Generally Applicable to Teacher Education Curricula.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—GEM-Bull-69-1

Bureau No.—BR-8-9024

Pub Date 69

Contract—OEC-0-8-089024-311(010)

Note—45p.; Phase 1, Elementary Teacher Education Model

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—*Performance Specifications, Teacher Behavior, Teacher Characteristics, *Teacher Education Curriculum

Identifiers—Comprehensive Elementary Teacher Education Models

This bulletin contains selected lists of teacher performance specifications regarded as generally applicable to teacher education curriculum for undergraduates. ("Performance specifications" are statements which describe particular competencies or competency requirements that a teacher should possess in order to operate at optimum effectiveness in a teaching-learning situation. Performance specifications generally applicable to all teachers were selected from those concerned with the performance of elementary teachers.) Rationale and procedures are described for the development of specifications based on actual teaching behavior. Classification of the specifications is based on the Taxonomy of Educational Objectives. Each of the 224 desired behaviors in the main listing is classified according to the highest level of cognitive and affective development necessary for optimum performance in specific positions. Cognitive level categories are: 1) knowledge, 2) comprehension, 3) application, 4) analysis, 5) synthesis, and 6) evaluation. Affective level categories are: 1) receiving, 2) responding, 3) valuing, 4) organization, and 5) characterization. Sub-groups within the 224-item list are Cognitive Processes, Psychology, Pedagogy, Philosophy, Religion, Media, Guidance and Counseling, and Social Foundations of Education. A separate listing of 80 affective specifications contains selected personality characteristics generally applicable to teacher education curriculum. (JS)

ED 040 925 24 SP 003 962

Johnson, Charles E. Johnson, Cecil G.
Theoretical Considerations for Project Costs.
Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Report No.—GEM-Bull-69-18
Bureau No.—BR-9-0477
Pub Date 69
Contract—OEC-0-8-089024-311(010)
Note—11p.; Phase 2, Elementary Teacher Education Models

EDRS Price MF-\$0.25 HC-\$0.65
Descriptors—*Estimated Costs, *Models, *Program Costs, Systems Approach
Identifiers—Comprehensive Elementary Teacher Education Models

This bulletin is a reprint of Part 3 of the College of Education, University of Georgia's proposal to the U.S. Department of Health, Education and Welfare, Office of Education (USOE) to undertake a feasibility study of the Georgia educational model (Johnson, 1969). It is a discussion of the theoretical considerations underlying procedures which were proposed to be used to carry out the USOE request for proposal specifications relative to cost estimation. Included are sections on "Control and Cost Estimation Related," "Management Technology," and "Approaches to Cost Estimation." Discussion of the systems approach includes depiction of the major relevant subsystems to be included in estimating and control: organization, communications, value, time, facilities, technology, product, dynamics, legal framework, and ethical and moral behaviors. (Author/JS)

ED 040 926 24 SP 003 963

Duncan, Glenn E. Bauch, Jerold P.
The Use of Computers and Simulation in the Development and Management of GEM.
Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Report No.—GEM-Bull-69-14
Bureau No.—BR-8-9024
Pub Date 69

Contract—OEC-0-8-089024-311(010)
Note—8p.; Phase 1, Elementary Teacher Education Model

EDRS Price MF-\$0.25 HC-\$0.50
Descriptors—*Computer Oriented Programs, *Models, *Simulation
Identifiers—Comprehensive Elementary Teacher Education Models

Georgia Educational Models (GEM) will proceed to utilize computers and simulation to their fullest cost effectiveness potential simultaneously in operation and in research, while avoiding both the restrictions and duplications which come from doctrinaire insistence on maintaining an artificial separation between management and research uses of computer simulation models and the omissions and "illusions of adequacy" which

come from too little interaction with empirical facts and goals. The fundamental scientific paradigm which has guided development and management of GEM thus far has proven itself practical, effective, and economical and has demonstrated itself to be feasible for carrying forth the further development, the implementation, and the sustained operation of the GEM system through creation and use of a computerized overall system simulation model. (Author/JS)

ED 040 927 24 SP 003 964

Rowe, Peter J. Bauch, Jerold P.
Candidate Selection Criteria for a Model Teacher Education Program.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Report No.—GEM-Bull-69-27
Bureau No.—BR-8-9024
Pub Date 69
Contract—OEC-0-8-089024-311(010)
Note—15p.; Phase 1, Elementary Teacher Education Model

EDRS Price MF-\$0.25 HC-\$0.85
Descriptors—*College Admission, *Education Majors, School Orientation, Teacher Education
Identifiers—Comprehensive Elementary Teacher Education Models

Candidate selection considerations necessary in the development of model teacher education programs are presented in this paper. The physical, mental, and personal areas which must be assessed and evaluated are discussed as a framework for stating specific selection criteria for the particular institution developing the program. Some suggested procedures for gathering information on a prospective candidate are outlined, as well as procedures for the smooth orientation and induction of those candidates selected to begin a model teacher education program. These guidelines, suggestions, and procedures are aimed at increasing the efficiency, effectiveness, and positive human relations in a model candidate selection component. (Author/JS)

ED 040 928 24 SP 003 965

Ricker, Kenneth S. Hawkins, Michael L.
Reactions of College Students to a Science Education Proficiency Module.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Report No.—GEM-Bull-69-8
Bureau No.—BR-8-9024
Pub Date 69
Contract—OEC-0-8-089024-311(010)
Note—26p.; Phase 1, Elementary Teacher Education Model

EDRS Price MF-\$0.25 HC-\$1.40
Descriptors—College Students, *Elementary School Teachers, *Individualized Instruction, *Instructional Materials, Manuals, *Science Education, *Teacher Education
Identifiers—Comprehensive Elementary Teacher Education Models

A study was conducted to determine the feasibility of using proficiency modules (PMs) to instruct students in an elementary science education class. A PM entitled "Magnetism, Electricity, Heat and Microscopic Viewing in Science Instruction" was prepared which described performance behaviors and a variety of learning activities that would enable a student to acquire them: a laboratory practicum, attendant readings, individual and small group instruction sessions. The 17 senior student subjects were given copies of the PM and of a laboratory handbook written to guide them in the laboratory practicum. Each was responsible for selecting the learning activities that would best help him to acquire each performance behavior. Subjects evaluated the program by answering six specific questions regarding number of activities completed, amount of reading, number of small group sessions attended, size of learning stations, and organization of the handbook and of the program. Analysis and interpretation of the data led to these conclusions: (1) all students in the trial group reacted positively toward the program; (2) interest was generated in the laboratory practicum, 15 of the 17 completing all activities described in the handbook; (3) the PM permitted students to work individually, with indication that individual differences were met as students worked at a rate according to their abilities and desires. (Student answers to questions are appended.) (JS)

ED 040 929 24 SP 003 966

Payne, David A.
Estimating Costs for Development of Candidate Performance Evaluation Procedures.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Report No.—GEM-Bull-69-7
Bureau No.—BR-8-9024
Pub Date 69
Contract—OEC-0-8-089024-311(010)
Note—14p.; Phase 1, Elementary Teacher Education Model

EDRS Price MF-\$0.25 HC-\$0.80
Descriptors—*Estimated Costs, Measurement Instruments, *Student Evaluation, Teacher Education

Identifiers—Comprehensive Elementary Teacher Education Models

This paper contains cost unit tables and instructions for their use in estimating the total cost of evaluating a given instructional objective or group of objectives. Included is a list of analytical procedures to be followed in the development of any device to evaluate student performance, (e.g., a unit exam in child development or an attitude scale relating to instructional methods). Tables for estimating development costs (a dollar cost for ten items) include differential cost factors for the behavioral area sample, the level of complexity, the format of the device, and the stimulus source. Tables for method of administration, method of scoring, method of item and test analysis are also included. A 25-item bibliography contains selected references related to the development of specific types of evaluation devices. (JS)

ED 040 930 24 SP 003 967

Ayers, Jerry B.
Specifications for New College of Education Facilities.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Report No.—GEM-Bull-69-5
Bureau No.—BR-8-9024
Pub Date 69
Contract—OEC-0-8-089024-311(010)
Note—35p.; Phase 1, Elementary Teacher Education Model

EDRS Price MF-\$0.25 HC-\$1.85
Descriptors—*College Buildings, *Educational Facilities, *Educational Specifications, State Universities, Teacher Education

Identifiers—Comprehensive Elementary Teacher Education Models

This paper describes the new facilities which the University of Georgia College of Education will move into on January 1, 1971. The two buildings now under construction are described in detail: 1) a seven story building containing teaching and administrative space for all programs of the College of Education except health and physical education, recreation, and industrial arts and 2) a two story building to house the industrial arts program. Tables present such details as 1) a breakdown per floor of the 158,347 square feet of space, 45 percent of which is allocated for graduate instruction and research, 51 percent for undergraduate instruction, and 4 percent for instruction related facilities; 2) a breakdown of the number and type of facilities, student capacity, and total floor space; 3) room-by-room breakdown of the use of each floor, the instruction and related facilities available, and the total assignable floor space for each department and division; 4) construction costs for the \$5,000,000 project and description of the building sites. (JS)

ED 040 931 24 SP 003 968

Ayers, Jerry B. Finnegan, Robert J.
Selected Cost Data on Elementary Education Students at The University of Georgia.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Report No.—GEM-Bull-69-3
Bureau No.—BR-8-9024
Pub Date 69
Contract—OEC-0-8-089024-311(010)
Note—24p.; Phase 1, Elementary Teacher Education Model

EDRS Price MF-\$0.25 HC-\$1.30
Descriptors—College Credits, Education Majors, Elementary School Teachers, *Program Costs, *Teacher Education, *Unit Costs

Identifiers—Comprehensive Elementary Teacher Education Models

This paper provides data on the cost of educating undergraduate elementary education students enrolled in the University of Georgia College of Education in 1967-68. Introductory sections describe review of the literature and procedures for determining unit cost through cost allocation based on the earned quarter hour of credit. Data, presented in tables and discussed briefly, includes: 1) quarter hours of earned credit for the Colleges of Education and Arts and Sciences; 2) total expenditures and cost per earned quarter hour for ten cost categories, e.g., administration, physical plant, libraries, instruction, research; 3) suggested elementary education undergraduate program including quarter hours in each college; 4) costs per student (freshman, sophomore, junior, senior) in each category in the suggested program; 5) total expenditure per student by cost category, college, and class; 6) total instructional costs and costs per earned credit hour in each year (1960-68); and 7) summary of total costs of general instruction and instruction excluding research in 1967-68. (The summary section concludes that the cost of instruction plus costs for such services as libraries, administration, and physical plant per earned quarter hour of credit was \$47.28 in the College of Education and \$29.85 in the College of Arts and Sciences with the total cost of instruction excluding research about \$1,792,000.) (JS)

ED 040 932 24 SP 003 769

Johnson, Charles E. Duncan, Glenn E.
Bibliography of Selected References Concerned
with the Applications of Systems Technology in
Education.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Report No.—GEM-Bull-69-25
Bureau No.—BR-8-9024
Pub Date 69
Note—17p.; Phase I, Elementary Teacher Education Model

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Bibliographies, *Educational Technology, Instructional Technology, Systems Analysis, *Systems Approach
Identifiers—Comprehensive Elementary Teacher Education Models

This bibliography lists 69 books published since 1960, and 182 journal articles published since 1965, on the subject of applications of systems technology in education. (JS)

ED 040 933 24 SP 003 970

Shearson, Gilbert F. Johnson, Charles E.
Specification Worksheets for Cognitive Processes
and Affective Behaviors.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Report No.—GEM-Bull-69-22
Bureau No.—BR-8-9024
Pub Date 69
Contract—OEC-0-8-089024-311(010)
Note—41p.; Phase I, Elementary Teacher Education Model

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Affective Behavior, *Cognitive Processes, Educational Objectives, Elementary School Curriculum, *Elementary School Teachers, *Performance Specifications, Student Behavior, Teacher Behavior, *Teacher Education Curriculum
Identifiers—Comprehensive Elementary Teacher Education Models

This bulletin is one of four containing reprints of working papers used in developing the teacher performance specifications for the Georgia educational model for the preparation of elementary school teachers (ED 025 491). "Teacher performance specifications" are defined as descriptions of behaviors regarded by the Georgia study as essential characteristics (skills, attitudes, knowledge, etc.) for teachers if they are to adequately fulfill their professional obligation. An introductory section describes procedures which were used to obtain the specifications from three sources: desired pupil behaviors, established educational principles, and observation of teachers on-the-job. The worksheets for cognitive processes and affective behaviors include 12 objectives of the elementary school instructional program in cognitive processes and 11 objectives

for the program in affective learnings. Listed under each of the 23 objectives are several pupil learning behaviors, teaching behaviors, and the suggested specifications for a teacher education program. (JS)

ED 040 934 24 SP 003 971

Shearson, Gilbert F. Johnson, Charles E.
Specification Worksheets for Behaviors Drawn
from Educational Principles.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Report No.—GEM-Bull-69-21
Bureau No.—BR-8-9024
Pub Date 69
Contract—OEC-0-8-089024-311(010)
Note—66p.; Phase I, Elementary Teacher Education Model

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—Educational Objectives, *Educational Principles, *Elementary School Teachers, Instruction, Instructional Media, Learning, *Performance Specifications, School Organization, Teacher Behavior, *Teacher Education Curriculum
Identifiers—Comprehensive Elementary Teacher Education Models

This bulletin is one of four containing reprints of working papers used in developing the teacher performance specifications for the Georgia educational model for the preparation of elementary school teachers (ED 025 491). "Teacher performance specifications" are defined as descriptions of behaviors regarded by the Georgia study as essential characteristics (skills, attitudes, knowledge, etc.) for teachers if they are to adequately fulfill their professional obligation. An introductory section describes procedures which were used to obtain the specifications from three sources: desired pupil behaviors, established educational principles, and observation of teachers on-the-job. The worksheets for behaviors drawn from educational principles include 18 principles of instruction, 13 principles of learning, and five principles of organization. Listed under each of the 36 principles are teacher objective, several teacher teaching behaviors, teacher job description, and several suggested specifications for a teacher educational program. Included also are four objectives for instruction in the media center; listed under each objective are several pupil learning behaviors, teaching behaviors, and the suggested specifications for a teacher education program. (JS)

ED 040 935 24 SP 003 972

Shearson, Gilbert F. Johnson, Charles E.
Specification Worksheets for Behaviors in the Arts
and Sciences.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Report No.—GEM-Bull-69-20
Bureau No.—BR-8-9024
Pub Date 69
Contract—OEC-0-8-089024-311(010)
Note—80p.; Phase I, Elementary Teacher Education Model

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—Art Education, Educational Objectives, *Elementary School Curriculum, Elementary School Mathematics, Elementary School Science, *Elementary School Teachers, Music Education, Performance Specifications, Social Studies, Student Behavior, Teacher Behavior, *Teacher Education Curriculum
Identifiers—Comprehensive Elementary Teacher Education Models

This bulletin is one of four containing reprints of working papers used in developing the teacher performance specifications for the Georgia educational model for the preparation of elementary school teachers (ED 025 491). "Teacher performance specifications" are defined as descriptions of behaviors regarded by the Georgia study as essential characteristics (skills, attitudes, knowledge, etc.) for teachers if they are to adequately fulfill their professional obligation. An introductory section describes procedures which were used to obtain the specifications from three sources: desired pupil behaviors, established educational principles, and observation of teachers on-the-job. The worksheets for behaviors in arts and sciences include nine objectives for the elementary school natural science program, 13 for the mathematics program, 11 for the social studies

program, eight for the art program, and 11 for the music program. Listed under each of the 52 objectives are several pupil learning behaviors, teaching behaviors, and the suggested specifications for a teacher education program. (JS)

ED 040 936 24 SP 003 973

Shearson, Gilbert F. Johnson, Charles E.
Specification Worksheets for Language Arts
Behaviors.

Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Report No.—GEM-Bull-69-19
Bureau No.—BR-8-9024
Pub Date 69
Contract—OEC-0-8-089024-311(010)
Note—75p.; Phase I, Elementary Teacher Education Model

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—Educational Objectives, Elementary School Curriculum, *Elementary School Teachers, *Language Arts, *Performance Criteria, Student Behavior, Teacher Behavior, *Teacher Education Curriculum
Identifiers—Comprehensive Elementary Teacher Education Models

This bulletin is one of four containing reprints of working papers used in developing the teacher performance specifications for the Georgia educational model for the preparation of elementary school teachers (ED 025 491). "Teacher performance specifications" are defined as descriptions of behaviors regarded by the Georgia study as essential characteristics (skills, attitudes, knowledge, etc.) for teachers if they are to adequately fulfill their professional obligation. An introductory section describes procedures which were used to obtain the specifications from three sources: desired pupil behaviors, established educational principles, and observation of teachers on-the-job. The worksheets for language arts behaviors include 12 basic objectives for the elementary school language listening program, 11 for the oral language program (speech), 11 for the reading program, and ten for the composition program. Listed under each of the 44 objectives are several pupil learning behaviors, teaching behaviors, and the suggested specifications for a teacher education program. (JS)

ED 040 937 SP 003 974

Grinder, Robert E.
Flexibility and Sequence: Educational Psychology
and the Training of Teachers.

Pub Date 70
Note—20p.; Paper presented at annual meeting,
AERA, Minneapolis, March 1970
EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Educational Psychology, Individualized Instruction, *Teacher Education, *Teacher Education Curriculum

To increase the relevance of educational psychology the School of Education at the University of Wisconsin now offers one-credit, 5-week modules in its entire foundational area. The modules offer students a wide range of options and provide instructors greater flexibility and manageability and subject matter presentations. Before the new program was initiated students took three semester-long foundations courses: school and society, learning, and human development. Three years ago a staff and student committee began inventory of subject matter and development of the new program in which students may choose from among one-credit modular units in the same three foundations areas. Although a total of six to nine credits is still required, only one unit or credit must be completed in each of the three areas. Two attitude surveys were administered by the committee (to 122 teachers completing their internship and to 266 students during their module orientation) to obtain an overview on what modular content might be and when modules might be offered relative to student teaching methods courses. Administrative concerns which are still being explored in the formative stage of the program include the danger of over fractionation, the need for continuity across modules, and the problem of disseminating information to prospective teachers about what to expect from modules, which to choose, and when to enroll. (JS)

ED 040 938 SP 003 976

Blumberg, Arthur Cusick, Philip
Supervisor-Teacher Interaction: An Analysis of
Verbal Behavior.

Pub Date Mar 70

Note—25p.; Paper presented at annual meeting, AERA, Minneapolis 1970

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Interaction Process Analysis, *Supervisors, Supervisory Activities, Teacher Administrator Relationship, Teacher Behavior, *Teacher Supervision, *Verbal Communication

A study was conducted to develop and test a method for describing, in a systematic and quantifiable fashion, the nature of the interaction that takes place between a supervisor (e.g., principal or helping teacher) and a teacher. Tape recordings of 50 supervisor-teacher conferences were collected. They were analyzed by use of a 15-category interaction system developed by Blumberg using behavioral categories developed by Flanders and Bales. The 50 recordings were tallied and transferred to individual matrices and a composite matrix producing data which was analyzed by several methods, e.g., percentage comparisons of various combinations of column totals and area analyses to identify extended use of particular kinds of behavior. The resultant data gave rise to a number of questions about the nature of supervisor-teacher interaction, problem-solving styles of supervisors, the productivity of supervision, and the assumptions that underlie it. It was concluded that the methodology carries with it the seeds of a training for supervisor behavior change. (Included are description of the 15 Categories for Analyzing Supervisor Teacher Interaction, explanation of the methods of data analysis, and the general findings of this 50-conference analysis.) (JS)

ED 040 939 SP 003 980

Statement of the United States Commission on Civil Rights Concerning the "Statement by the President on Elementary and Secondary School Desegregation."

National Education Association, Washington, D.C. Center for Human Relations.

Pub Date 70

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Bus Transportation, *Civil Rights Legislation, Court Litigation, Defacto Segregation, Dejure Segregation, *Neighborhood School Policy, *Racial Integration, *Racial Segregation, School Role, *School Segregation, Social Integration

In this statement the Commission criticizes the President's distinction between de jure and de facto racial segregation, pointing out that many present situations of de facto segregation are the result of previous legal action, such as decisions on school boundary lines, racial zoning ordinances and judicial enforcement of racially restrictive covenants. The Commission also states its opposition to a return to litigation as a means of enforcing desegregation rather than administrative enforcement through Title VI of the Civil Rights Act of 1964. It emphasizes the traditional role of the school as a socializing force and takes exception to the President's comment that it is asking too much of the school to play this role. The Commission also discusses the ideas of busing and "neighborhood schools," noting that the important factor is the quality of the education that children receive, and not where they are educated or how they get there. In its conclusion the Commission emphasizes the need for strong national leadership in encouraging maximum efforts toward desegregation. (RT)

ED 040 940 SP 003 981

Mager, Robert F. Pipe, Peter

Teacher Training Projects of the Regional Educational Laboratories.

Mager Associates, Los Altos Hills, Calif.; Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0217

Pub Date 69

Contract—OEC-4-10-163

Note—132p.

EDRS Price MF-\$0.75 HC-\$6.70

Descriptors—*Administrative Policy, Developmental Programs, *Educational Development, Management Development, *Regional Laboratories, *Research and Development Centers, *Teacher Education, Teacher Educator Education, Teaching Programs, Teaching Techniques Identifiers—DEL, Division of Educational Laboratories

Prepared in 1969 for the Division of Education Laboratories (DEL), this report examines the teacher training programs and projects of the 15 educational laboratories and three selected Research and Development Centers, established to systematically develop ideas and technology relevant to educational problems. The procedures involved reviewing Office of Education documents describing the mission of the laboratories, reviewing documents submitted by the laboratories and making site visits. Topics studied included: 1) action in teacher education; 2) problems encountered; 3) results achieved; 4) cooperation and competition between laboratories; 5) duplication of effort; 6) sources of ideas and personnel; 7) ways of strengthening teacher education programs. The projects studied are those "whose primary aim is to change or add to the capability of a teacher or teacher trainee, or whose primary intent is to develop materials designed to change or add to the capability of a teacher or teacher trainee," and three main classes were identified: 1) teaching teachers how to teach; 2) teaching teachers how to use products; 3) teaching teachers to teach others to teach or to use products. The work of each laboratory is briefly examined and the problems which they all face are discussed, particularly the nationwide lack of emphasis on teacher effectiveness as evidenced by student growth. Fourteen specific recommendations for future developments are made. (MBM)

ED 040 941 24 SP 003 982

Culbertson, Jack And Others

Preparing Educational Leaders for the Seventies. Final Report.

University Council for Educational Administration, Columbus, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0230

Pub Date Dec 69

Grant—OEG-0-8-080230-2695(010)

Note—591p.

EDRS Price MF-\$2.25 HC-\$29.65

Descriptors—Business Responsibility, *Educational Administration, *Educational Innovation, *Educational Research, Federal Programs, Field Experience Programs, Instructional Innovation, Management Development, Negro Attitudes, Personnel Selection, *Program Content, Program Evaluation, *School Superintendents, Teacher Militancy

Different program design concepts which are needed for the preparation of school superintendents in the 1970s are suggested in this study. Two approaches were used, one involving an analysis of forces judged to have had an important impact on education in the 1960s, and the other based on the perceptions of superintendents and professors about trends and needs in preparation. Six currently significant forces shaping educational organization and leadership were identified as the federal thrust in education; the Negro protest movement; the changing character of the business education interface; the increase in teacher militancy; the diffusion of special management technologies in education; and the growth of research and development in education. The literature on administration preparation was reviewed and a questionnaire administered to a sample of 180 chief school officers and personnel in 46 University Council for Educational Administration member universities, to determine the characteristics of current preparatory programs, changes made in the past 5 years, perceived strengths and weaknesses in the programs, and desirable changes for the next decade. Data from both the force analyses and the survey were analyzed to determine the major change needed. Recommendations were developed for program content and structure, recruitment and selection, instructional approaches, field related experiences, program evaluation and development, and departmental functions and staffing. (Author/MBM)

ED 040 942 24 SP 003 983

Orientation Program for 1969-1970 Postdoctoral Fellows in Education. (Elkridge, Md., Sept. 14-20, 1969).

Smithsonian Institution, Washington, D.C. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0532

Pub Date Sep 69

Grant—OEG-0-9-180532-4610(010)

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Conferences, *Educational Researchers, *Federal Programs, *Fellowships, *Orientation, *Post Doctoral Education Identifiers—Office of Education Postdoctoral Fellowships

The program consisted of a series of talks by invited speakers, informal meetings and addresses by fellows, meetings with U. S. Office of Education personnel, and a trip to Washington to meet with two members of the House Education Committee. Short evaluations written by each participant indicate that most of the fellows thought that the isolated location was ideal for the conference because it emphasized interaction with colleagues, and that the meetings with Office of Education personnel and congressmen were very enlightening. However, most of the participants suggested shortening the sessions by one or two days, and providing more time for the fellows to meet with the invited speakers. (RT)

ED 040 943 24 SP 003 984

Olson, LeRoy A.

Postdoctoral Fellowship Program in Educational Research. Final Report.

California Univ., Berkeley.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0782

Pub Date Aug 69

Grant—OEG-0-8-980782-5669(010)

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Conferences, *Educational Research, *Educational Researchers, *Federal Programs, *Fellowships, *Post Doctoral Education

Identifiers—Office of Education Postdoctoral Fellowships

During one year as a 1968-69 U.S. Office of Education Postdoctoral Fellow at the University of California at Berkeley, the author attended three USOE orientation sessions and ten professional conferences and wrote three papers for presentation at these conferences. He conducted research on educational testing and methods of test analysis, and audited several graduate courses in statistics. Reading activity was concentrated on general education in American universities, statistical analysis, and the Rasch method of test analysis. The year's experience led to the development of several ideas for further defining the as yet ambiguous role of a postdoctoral fellow within the host institution. Establishing informal contacts with faculty members, auditing graduate classes, working closely with one particular faculty member, associating oneself with a research project, or teaching for one semester are some of the possible approaches toward optimizing the benefits of a postdoctoral experience. (RT)

ED 040 944 24 SP 003 986

Lee, Eugene C.

Program for Increasing Educational Research Activity at Emory University. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2707

Pub Date Aug 69

Contract—OEC-2-6-062707-2127

Note—70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—*Educational Finance, *Educational Research, Federal Aid, *Incentive Grants, Private Financial Support, *Research Coordinating Units, Researchers, Universities

A 3-year research and development grant was obtained in 1966 by Emory University from the U.S. Office of Education to increase the quality and quantity of educational research at the University. Funds were made available to individual faculty members in education and related fields to cover released time, research assistance, clerical assistance, and consultants. Proposals from individuals were reviewed by the R. and D. Committee and acted upon by the Coordinator of Educational Research and 29 individual satellite grants were awarded. (Summaries of these projects, including the amount of the grant, purpose, procedure, and follow-up report, are included.) Faculty members were encouraged to upgrade their research capabilities to a point where they could compete for their own research funds from other sources of funding. Five research grant applications have been submitted, with three more in preparation; four grants

totalling \$88,782 have been awarded; five publications based on research projects have appeared and six more are planned. A major advantage of the project was the quick accessibility of funds, which facilitated planning and the hiring of assistants; projects could be initiated while major funding was being sought and reinforcing data for applications provided. A continuing program is recommended to provide "underwriting" money and modest research activities, and to insure the continued commitment of the University to educational research. (MBM)

ED 040 945 24 SP 003 989

Koran, John J., Jr.

The Relative Effects of Imitation Versus Problem Solving on the Acquisition of Inquiry Behavior by Intern Teachers.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TR-11

Bureau No.—BR-5-0252

Pub Date May 70

Contract—OEC-6-10-078

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Behavior Change, *Instructional Films, Microteaching, *Problem Solving, Student Teachers, *Teacher Behavior, Teaching Models, Teaching Techniques

This study was designed to observe the effect of two basic variations of a film mediated model on teacher trainees' acquiring the technique of asking questions that require thought before being answered; it attempted to discover whether the subjects could best learn this technique by watching it illustrated by a filmed model, or by engaging in actual problem solving. It was hypothesized that training conditions which provide the most information regarding inquiring questions and which require the fewest steps to induce this behavior, produce greater behavior change than those which provide less information and require more steps to induce criterion behavior; also that training by model imitation produces greater behavioral change as measured by teacher performance in microteaching situations than does problem solving training; and that problem solving training with fewer steps to solution produces greater behavior change than that with more steps. Seven treatment groups and two control groups were used, with a total of 118 subjects. The results supported a null hypothesis since the increased use of the desired behavior displayed by the treatment groups was not significantly different from the control group. Trainee behavior tended to change in the direction predicted by the information processing model used. Data suggest that training methods were differentially effective for trainees who scored high or low on the initial pretest. (Author/MBM)

ED 040 946 SP 003 992

Ellison, Alfred

Computers in Teacher Education.

Pub Date Mar 70

Note—13p.; Paper presented at annual meeting, AERA, Minneapolis, 1970

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Computer Assisted Instruction, Programmed Instruction, Program Planning, Teacher Education

While the future of education will undoubtedly be intimately tied to the computer, there is still considerable doubt regarding the mode of operation and the kind of relationship which should exist. Among the implications for teacher education are these: Prospective teachers need to gain part of their own liberal arts and professional education through the new medium and need to become familiar with the available elementary and secondary level programs. Regarding the fulfillment of the dream of applying computers to the solution of educational problems, we have at present a dual failure: the awful problem of getting operational and the low quality of too many present approaches to CAI (computer assisted instruction). The great failure is at the conceptual level, most existent programs not even attempting to fulfill the basic potential that the computer offers. The need is for those working with traditional CAI programs to develop a new concept in which the material we present is not nearly as important as the learner's ability to make alternative choices, to raise intelligent

questions, and to seek responses to them by calling for and applying available and pertinent data. The companies involved in developing new generations of hardware must accept responsibility for the development and use of software for educational purposes, including either agreement on a common language or provision of translators so that programs may be usable on more than one system. (JS)

ED 040 947 SP 003 994

Developing Quality in Professional Laboratory Experiences. School Practicum; Description and Seminar Outline.

Georgia Univ., Athens. Coll. of Education.

Pub Date 69

Note—54p.; Entry for 1970 AACTE Distinguished Achievement Award in Teacher Education

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Adult Education Programs, Affiliated Schools, College Cooperation, *Cooperating Teachers, *Education Majors, *Field Experience Programs, Graduate Students, *Inservice Teacher Education, Practicums, *Preservice Education, Prisoners, Student Teaching, Tutorial Programs

The University of Georgia Office of Professional Laboratory Experiences has developed several different programs to provide practical experience for future teachers. The School Practicum is a program in which students spend several weeks in the beginning of the school year observing and participating in a local public school prior to the opening of the college's fall quarter. The Work-Study Program for Elementary Teachers provides full-time employment as teacher aides for students during one quarter of their sophomore and junior years. The Athens Unit of the Georgia Retardation Center provides clinical experiences for students in 15 disciplines in the field of mental retardation. The Adult Education Program for Prison Inmates utilizes a Georgia state prison as a laboratory facility for graduate students training as student teachers. The Teacher Corps Program uses community involvement to help interns gain experience in teaching the disadvantaged. The development of Professional Laboratory Experience Centers is a cooperative effort with other colleges and the Atlanta school systems to provide more flexible and intensive practical experiences for education students. The Tutorial Enrichment Program is designed to provide early exposure to the realities of teaching. The Supervising Teacher Program is a series of three inservice courses which has now been recognized by the State Department of Education as a requirement for supervising teachers. (RT)

ED 040 948 SP 003 995

Clark, Michael C.

Can CAI Help? The Crisis of Content in Educational Psychology Courses.

Pub Date Mar 70

Note—7p.; Paper presented at annual meeting, AERA, Minneapolis, 1970

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Computer Assisted Instruction, Educational Psychology, Individualized Instruction, Simulation, *Teacher Education Curriculum

Computer technology per se is not a solution to the problem of the current "crisis in content" in teacher education programs. Computer assisted instruction (CAI) is defined as the on-line interaction of a student with a computer program for purposes of instruction. The drill-and-practice and tutorial CAI programs serve merely as a medium for presenting assigned content, doing little to make content more relevant to the learner. However, the CAI simulation programs can be more than just media manipulation. With appropriate content they can increase the trainee's concern level, thus functioning as compressed experience, bringing the learner's perception of his needs more in line with the content of educational psychology courses. Computer managed instruction (CMI), which utilizes the powerful information storage, manipulation, and retrieval capabilities of the computer for such purposes as the diagnosis of learner deficiencies, prescription of instructional tasks, record keeping, etc., appears to open up other vast changes in teacher education programs by attempting to relate the program more effectively to the learner. Flexible (highly individualized) self-

paced, modular, performance curriculum programs then become possible so that CAI in its narrower definition can be reconsidered. Finally, the advent of CAI-CMI and other computer techniques into the public schools necessitates their introduction as a content area into the teacher education curriculum. (JS)

ED 040 949 SP 003 996

Planz, Charles A. Gibson, R. Oliver

Perceived Equity and Its Relationship to Attrition Among Early Career Male Teachers.

Pub Date Mar 70

Note—27p.; Paper presented at annual meeting, AERA, Minneapolis, 1970

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Differentiated Staffs, Job Satisfaction, Males, *Teacher Persistence, Teachers, *Teacher Salaries

A study explored these questions: 1) Are there significant differences in perceived equity (equitable exchange situation of rewards to teachers in return for their contributions) between those who teach in a Type 1 school (with a traditional staffing arrangement) and those in a Type 2 school (with differentiated staffing and more differentiated rewards)? 2) Are these significant differences in perceived equity between those who leave teaching (in less than 5 years) and those who remain (for more than 5 years)? Subjects (all males) were 26 teachers and 20 leavers from a Type 1 school district, 24 teachers and 35 leavers from a Type 2 district, both demographically similar, contiguous districts in the same town. Questionnaire responses, regarding aspirations in his school system and opportunity provided to reach them, were rated on a Likert type scale to measure perceived equity. Two hypotheses were tested using a two-way factorial analysis of variance. Both were confirmed: The teachers perceived a significantly higher degree of equity than the leavers, and the Type 2 teachers perceived a significantly higher degree of equity than Type 1 teachers. Other findings indicated no significant relationship between perceived equity and these factors: type of institution from which the respondent graduated, length of teaching experience, teaching level, socio economic status, and educational attainment. (Additional findings and research suggestions are included.) (JS)

ED 040 950 SP 003 997

Pace, Walter T.

On Congruence and Dissonance in the Perceptions of Negro Teacher Trainees.

Pub Date Mar 70

Note—6p.; Paper presented at annual meeting, AERA, Minneapolis, 1970

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*College Environment, *Education Majors, Negro Colleges, *Negro Students, *Student College Relationship, *Student Needs, Teachers Colleges

Identifiers—Stern Activities Index, Stern College Characteristics Index

A study was conducted to analyze the personal needs and college press profiles of Negro teacher trainees at Fayetteville State University (N.C.) during the early sixties. The students' perceptions of themselves in relation to institutional press (administrative policies, academic regulations, social rules, and their concomitants) were seen as the crucial determinants of behavior. The 296 subjects were students of both sexes randomly selected from all four undergraduate classes. 53 were administered the Stern Activities (AI) index, which measures personal needs of college students, and College Characteristics (CCI) index, which measures college press. Each instrument includes 10 items on each of 30 need-press scales. Responses were statistically computed in terms of 1) distance coefficients to ascertain congruence of dissonance between personal needs and college press; 2) phi-coefficients to show the relationship between honor point averages, sex, and college classification; 3) means and sigmas of the Fayetteville and Stern study groups for comparative purposes, and 4) factor and item analyses to ascertain the basic need-press profiles of the Fayetteville study group. Major findings revealed that need-press patterns tended to be dissonant, i.e., these students do not find the kinds of experiences in their college environment that are consonant with their personal needs. (Specific findings and recommendations for change are included.) (JS)

ED 040 951

SP 003 998

Harootian, Berj Koon, Joseph R., Jr.
The Reinforcement Behaviors of Teachers-in-
Training.

Pub Date Mar 70

Note—17p; Paper presented at annual meeting,
AERA, Minneapolis, 1970

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Anxiety, Complexity Level, Educa-
tional Majors, *Reinforcement, Student Ability,
*Teacher Behavior

Identifiers—Test Anxiety Questionnaire

In a study of how teacher reinforcement learners it was hypothesized that teachers' sanctioning behavior will vary in a given teaching task depending on 1) their tendency to be anxious (their need to avoid failure), 2) their perception of the competence of the student, and 3) the difficulty of the material to be mastered. Forty undergraduate teacher trainees, who had previously been administered the Test Anxiety Questionnaire for division into high anxious and low anxious groups, were required to teach a student on a concept formation task. The student to be taught was a confederate whose performance was determined a priori and was the same for all teachers. Each teacher was set to expect a certain level of performance by his "student" through instructions regarding the difficulty of the task and the competence of his student. A 2 x 2 x 2 factorial design was employed with two levels each of anxiety, student competence, and task difficulty. Teachers were assigned randomly within each anxiety level to the four conditions. Each teacher presented the concept through a series of stimulus cards he gave to the student (behind a screen). Upon receiving each student response card he exercised his option of five responses in the form of reward and punishment tokens. Positive and negative reinforcements of teachers were analyzed separately. Data after analyses of variance came out as predicted but not significantly so. (Implications are discussed.) (JS)

ED 040 952

SP 003 999

Luft, Max Bemis, Katherine A.
Video Tape Techniques for Establishing Inter-
rater Reliability.

Southwestern Cooperative Educational Lab., Al-
buquerque, N. Mex.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Pub Date Mar 70

Contract—OEC-4-7-062827-3078

Note—7p; Paper presented at annual meeting,
AERA, Minneapolis, 1970

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Classroom Observation
Techniques, Interaction Process Analysis, *Reli-
ability, Video Tape Recordings

The object of this study was to validate a technique for establishing inter-rater reliability on the Southwestern Cooperative Interaction Observation Schedule (SCIOS), where it was impractical to bring the observers to a common site. Reliability was originally obtained when eight observers met together. Observers were divided into four pairs. A video tape of a typical classroom scene was transported to each of the pairs in four cities. All observers viewed the same tape within a one-week period. Correlations of each observer with all others were averaged. This average correlation was compared with correlations of observers normally working together. The mean of all the correlations was .457. The corresponding mean for correlations of paired observers was .904. This technique proved to be superior financially and statistically in discriminating need for further training of observers to obtain inter-rater reliability, as compared to using only correlations of paired observers or bringing all observers to a common site. (Author)

ED 040 953

SP 004 000

The MTES Teacher Education Program.
Syracuse Univ., N.Y.

Spons Agency—New York State Education
Dept., Albany.

Pub Date Feb 69

Note—140p; 1970 entry, AACTE's Distinguished
Achievement Award

EDRS Price MF-\$0.75 HC-\$7.10

Descriptors—Elementary School Teachers,
*Housewives, *Independent Study, *Partnership
Teachers, Part Time Students, Part Time
Teachers, Teacher Certification, *Teacher
Education, Teacher Responsibility, *Teacher
Supply and Demand

Identifiers—*Mid Career Teacher Education Stud-
dy, MTES

The Mid-Career Teacher Education Study (MTES), funded by the New York State Department of Education to find ways of alleviating the teacher shortage, has developed an elementary teacher education program called Mid-Career Training for Partnership Teaching (MTPT), which recruits college educated housewives who want to help children participate in their own education. The program is planned for five semesters, at one-half time or nine college units per semester. At the end of the second semester students begin to take paid partnership and other part-time teaching positions when each student is ready and when positions become available in cooperating schools. Professional training consists of self-directed learning experiences aimed at the achievement of a behaviorally defined goal stated in a "goals paper" written before entry into the program. Students organize their learning experiences in weekly conferences with the program director, who has the authority and resources necessary to provide these experiences. Teachers receive New York State certification upon completion of the program. Future plans include a 30-minute documentary on the program to be ready in September 1970, an extensive evaluation of the program and its graduates, and the possible development of an MTPT school, using personnel already trained in the program. (RT)

ED 040 954

SP 004 001

Methods-Experience Project. BGSU-Spencer Shar-
ples. Spring Quarter, 1969.

Bowling Green State Univ., Ohio.

Pub Date Feb 69

Note—74p; Entry in AACTE Distinguished
Achievement Awards, 1970

EDRS Price MF-\$0.50 HC-\$3.80

Descriptors—*College School Cooperation, *Dis-
advantaged Youth, Educational Disadvantage-
ment, *Elementary Education, Ghettoes, In-
dividual Instruction, Negro Students, *Rural
Schools, Student Evaluation, Teacher Improve-
ment, *Teaching Methods, Teaching
Techniques, Team Teaching

An experimental program was designed to provide junior students majoring in elementary education with an opportunity to be vitally involved in a rural ghetto school for 3 days a week, implementing and testing the theories and methods taught in on-campus classes on the remaining 2 days of the week. The school, with a majority of black students, was in an economically depressed area with a history of sub-standard educational programs and instruction. Teams of three students were assigned to work with each classroom teacher, and had opportunities to get to know the children and their backgrounds and to develop skills, understandings, and personality traits while working with the whole class, small groups, or individual pupils. The university faculty gave on-the-job supervision to students, and took part in cooperative planning with teachers and students. Benefits to the school included raising the level of achievement in basic skills, some local staff development, and increased awareness and interest on the part of the children. The university was able to serve the immediate educational needs of the community. Student evaluations favored more involvement of this kind, and the project was extended through the academic year of 1969-70, with plans for expansion to include an inner-city school in the Toledo School District. (Author/MBM)

ED 040 955

SP 004 002

James, Helen H.

Differential Efficacy of Three Supervisory
Methods for Development of a Teaching Strate-
gy.

Pub Date Feb 70

Note—15p; Paper presented at annual meeting,
AERA, Minneapolis, 1970

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Practicum Supervision, Student
Teachers, *Supervisory Methods, Teaching
Models, Teaching Techniques, *Video Tape
Recordings

Identifiers—Teaching Strategies Observation Dif-
ferential, TSOD

A study was conducted to determine the effects of three university supervisory approaches on the development of classroom techniques common to a specific teaching strategy. The 20 subjects, student teachers who had been introduced in a

methods course to the inductive indirect teaching strategy desirable for science teachers, underwent three different supervisory treatments. Group 1 received traditional supervision: classroom visits from the university supervisor, each followed by a conference to reexamine the student teacher's behavior. Group 2 received traditional supervision supplemented by viewings and discussion of selected films and video tape recordings of experienced teachers using the teaching strategy. Group 3 received traditional supervision supplemented by viewings of video tape recordings of their own teaching behavior. A rating of each subject's teaching performance was obtained from a 20-minute video taped post-lab discussion session. The degree of inductive indirect strategy exhibited was measured with the Teaching Strategies Observation Differential (TSOD) (SE008 655) by four trained raters, two randomly assigned to view each tape. Overall results of the study were not statistically compelling although group norms on the criterion measure follow the hypothesized trend. It was inferred that the Group 3 treatment was more successful than that of Group 1. Results did not clearly define the effects of the Group 2 treatment. (JS)

ED 040 956

SP 004 004

Deno, Stanley L. And Others

The Effects of Classification Practice Selection
Strategy and Attribute Labeling in Initial Con-
cept Identification and Subsequent Learning
from Prose.

Pub Date Mar 70

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Deductive Methods, *Inductive
Methods, *Learning, *Transfer of Training

To determine the effects of several types of prior training in learning to identify instances of subject matter concepts and to assess the transfer effects of prior learning of strategy and content on learning from prose, 132 college sophomores inductively or deductively learned to identify schematic examples of abnormal EKG wave patterns after receiving one or combination of 1) practice at classifying geometric forms with or without using a focus scanning strategy; or 2) specific training on identifying and labeling component attributes of the concept "EKG wave." After attaining criterion on original learning (OL) with the schematics, Ss were given a transfer test on actual EKG tracings. All Ss then read and were tested on a 300-word prose passage. Simple and multiple inferential statistical comparisons of the mean scores on OL and transfer tests for eleven treatment and control groups revealed that deductive learning was superior to inductive in OL and transfer tests; training on identifying attributes improved performance on transfer tests but not on OL; receiving practice in classifying, with and without strategy, did not significantly improve performance. Results suggest that teaching selection strategies does not readily improve performance on complex classification tasks; deductive approaches to learning concepts are more efficient in original learning and in transfer; prior training on the elements of a concept is a potent variable effective in facilitation transfer. (Author/JS)

ED 040 957

SP 004 005

Heger, Herbert K.

Verbal and Nonverbal Classroom Communication:
The Development of an Observational Instru-
ment.

Pub Date Mar 70

Note—27p; Paper presented at annual meeting,
AERA, Minneapolis, 1970

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Classroom Communication,
*Classroom Observation Techniques, *Interac-
tion Process Analysis, *Nonverbal Communica-
tion, Reliability, Student Teacher Relationship,
*Verbal Communication

Identifiers—*Miniaturized Total Interaction Anal-
ysis System, Mini-TIA

This paper reports the development of a classroom observation instrument designed to broaden and extend the power of existing tools to provide a balanced, reciprocal perspective of both verbal and nonverbal communication. An introductory section discusses developments in communication analysis. The Miniaturized Total Interaction Analysis System (Mini-TIA) is described as an extension of the Flanders and Galloway techniques which 1) uses time sampling techniques with

matrix data interpretation, 2) features reciprocal categories, 3) maintains a reasonable limit on the number of categories for economy and efficiency, and 4) directs observer focus to reception as well as transmission of communication events. A table presents the Mini-TIA categories, seven verbal categories each subdivided into two categories according to the nature of the nonverbal events that parallel the verbal events. Recording with the Mini-TIA system is described, and the major matrix zones are depicted. An observer reliability study is reported in which 39 of 52 preservice teachers trained to use the system achieved a reliability level of .60 or higher, demonstrating that the system is functional and can be taught to observers who can record interaction reliably. Another study is reported which explored the relationship between Mini-TIA data and learner perception of classroom events (as measured by an adjective checklist), concluding that further study of that relationship is needed. (JS)

ED 040 958 SP 004 006

Mayshark, Cyrus Evald, Thomas W.
Programmed Instruction in Health Education and Physical Education.

American Association for Health, Physical Education and Recreation, Washington, D.C.

Pub Date 70
Note—92p.

Available from—NEA Publications-Sales, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (No. 245-25028; \$3.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Health Education, *Physical Education, *Programmed Instruction, Programming

This book contains eight chapters by several different authors, most of them professors of health or physical education. Focus is on applications and implications of programmed instruction for professionals in the health and physical education fields. "Overview of Programmed Instruction" defines programming, its development and implications for learning theory, and compares linear and branch programming. Chapter 2 on "Theory and Designs of Programs" is itself programmed to illustrate the two common forms as well as behavioral objectives and self examination. "The Case for Programming" discusses uses of programmed instruction, advantages and disadvantages, teacher role, and programmed movement instruction (PMI). Chapter 4 deals with the "Format and Hardware of Programmed Instruction," Chapter 5 with "Pioneering Programming Efforts" in health and physical education. Chapter 6, "Other Uses of Programming Theory," suggests application of the statement of objectives, evaluation, and feedback of results to other forms of instruction. "The Challenge of Programming to Teachers" lists specific steps to follow in writing a program. The final chapter is a summary focusing on implications of programmed instruction for future research, students, and teachers. Authors are Mildred Barnes, Loren Bensley, Robert Clayton, Thomas Evald, A. Bruce Frederick, Cyrus Mayshark, Einar A. Olsen, and Mary Ost. (JS)

ED 040 959 SP 004 008

Helpful Hints for New BIA Teachers.

Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.

Note—54p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*American Indians, *Beginning Teachers, Behavior Patterns, *English (Second Language), High School Students, *Lesson Plans, Residential Schools, Student Attitudes, Student Behavior, Teaching Methods

Identifiers—Bureau of Indian Affairs (BIA)

A series of short articles gives suggestions for new Bureau of Indian Affairs teachers preparing to teach Navajo children in Arizona. The topics considered include 1) Navajo children as they are the first day (week, two weeks) of school, from beginners through eighth graders; 2) a beginning teacher's first impressions of Navajo high school students; 3) a brief description of the background and characteristics of Navajo children, stressing their highly developed power of observation and imitation; 4) tips to teachers, listing some of the tribal patterns which a teacher needs to know if her work is to be effective; 5) Navajo etiquette for Anglos, a list of do's and don'ts prepared by a Navajo-Hopi Indian; 6) attitudes and feelings of

Navajo high school seniors, summarizing the results of a questionnaire administered to 150 seniors at Ft. Wingate High School in May 1969; 7) Why ESL? outlining some general recommendations for teaching English as a second language, with an ESL lesson plan for teaching structures; 8) a few things to remember when teaching reading; 9) ESL can help you in teaching reading; 10) aids for beginning teachers of Navajo beginners, giving a detailed commentary on the first day's lesson plan. [Not available in hardcopy due to marginal legibility of original document.] (MBM)

ED 040 960 SP 004 009

Logan, Eunice, Comp.

Good Teaching Today: Responsible Citizens Tomorrow. A Summary Report, Area-Wide Education Workshop. (Anchorage, Alaska, Jan. 1969).

Bureau of Indian Affairs (Dept. of Interior), Juneau, Alaska.

Pub Date 69

Note—143p.

EDRS Price MF-\$0.75 HC-\$7.25

Descriptors—Arithmetic, Beginning Reading, *Cross Cultural Training, *English (Second Language), *Eskimos, *Intercultural Programs, Language Arts, Social Studies

This report summarizes an education workshop held in Anchorage, Alaska, in January 1969 by the Bureau of Indian Affairs. The immediate objectives were to encourage group discussion, share and evaluate ideas and learning experiences, and make preliminary plans for an educational program which would provide for the development and practice of skills, understandings, and values basic to responsible citizenship. The topics covered include: 1) teachers' comments on ways of promoting the self-image of the learner; 2) ways of implementing trends in social studies and some scientific methods for teaching this subject; 3) students' comments on their educational experiences; 4) the use of charts as teaching aids; 5) methods of teaching beginning reading and arithmetic; 6) the use of drama in elementary grades; 7) ESL techniques for primary and middle grades; 8) language arts; 9) dropouts; and 10) discipline. There are also extracts from panel discussions, including one dealing with the administrative problems involved in transferring the schools from BIA to the state system. (MBM)

ED 040 961 SP 004 010

The Sierra Leone Experience. An Enriching Program for Teacher Candidates of Otterbein College.

Otterbein Coll., Westerville, Ohio.

Pub Date [69]

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Comparative Education, *Cross Cultural Training, Field Experience Programs, *Preservice Education

Identifiers—Otterbein College, Sierra Leone

Otterbein College, Ohio, is offering a 16-credit-hour comparative education program for prospective teachers, to provide opportunity through direct experience to expand the teacher candidate's concept of education, social values, and inter-cultural relationships. For the 1969-70 academic year 15 junior or senior elementary or secondary teacher candidates have been selected to participate in a 10-week term of study in Sierra Leone, West Africa. During the autumn term preceding the field study, they will study the culture, government, and educational system of Sierra Leone. While in Africa they will work with Sierra Leone teachers as teacher aides, attend some classes for teachers in a college or university, and prepare a research project on a topic related to education, social values, or culture of Sierra Leone. On return to Otterbein they will summarize their experiences and relate them to teaching situations they are likely to experience. The college supervisor who will work with the students in Africa will also conduct the seminars preceding and following the field experience term. While the primary objective is to prepare teachers better, it is expected that students not participating will also benefit through formal classroom sharing and informal student conversation. Evaluation will be an integral part of the \$26,000-a-year program which is planned for 3 years of operation subject to annual evaluation. (JS)

ED 040 962 SP 004 011

Stinnett, T. M. Pershing, Geraldine E.

A Manual on Certification Requirements for School Personnel in the United States. 1970 Edition.

National Association of State Directors of Teacher Education and Certification; National Commission on Teacher Education and Professional Standards, Washington, D.C.

Pub Date 70

Note—229p.

Available from—Publication-Sales Section, National Education Association, 1201 Sixteenth St., N.W. Washington, D.C. 20036 (No. 381-11810; \$6.00)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Accreditation (Institutions), *Certification, *Manuals, *School Personnel, *Standards, State Standards, Teacher Certification, Teacher Education

Identifiers—United States

This latest edition (last in 1967) contains four chapters, the first a general discussion of "Innovations in Teacher Education, Certification, and Accreditation" dealing with the whole area of professional governance. Chapter 2 is a descriptive summary of "Preparation-Certification Standards and Procedures." Subtopics: Elementary Teachers, Secondary Teachers, Administrators; Fifth Year of Preparation; Increased Levels of Preparation; Significant Changes Since 1967; Personnel Required To Hold Certificates; Types of Certificates Issues; Separate-Name Certificates; Special Certification Programs; Special Teacher Education Programs; The Certification Authority; Misassignment of Teachers; Revocation of Certificates; Approved-Program Approach; Procedures for Out-of-State Applicants; Use of Examinations in Certification; Alternate Routes to Certification; Reciprocity in Certification; Teacher Education Accrediting Procedures; Control of State Colleges; Advisory Councils; Professional Practices Acts; Certification Review Committees; Chief Problems of the States; The Shape of Things to Come; Teaching in Canada. Chapter 3, the major section, is a listing of "Certification Requirements for Teachers, Supervisors, Administrators, and Special School Service Personnel" arranged by states and territories. Chapter 4 lists "Teacher Education Institutions and Approved Programs" by states. A list describing state advisory councils on teacher education (or comparable agencies) is appended. (JS)

ED 040 963 SP 004 012

Baker, Eva L.

An Experimental Appraisal of the Generalizability of Empirical Revision Procedures for Curriculum Materials.

Pub Date Mar 70

Note—10p.; Paper presented at annual meeting, AERA, Minneapolis, 1970

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Material Development, *Programmed Materials, Programming

An experiment was conducted to determine if the use of rules to guide revisions has generalizable effects across programs and programmers. The hypothesis was that pupil achievement would be greater for instructional programs revised according to specified rules than for unrevised programs. Each of 10 programmers produced a self-instructional sequence for fifth graders. The 50-frame programs including pretest and 10-item posttests were to take approximately one hour to complete. After each was administered to two fifth graders the first draft programs with technical performance data were randomly distributed to the programmers with a set of rules for use in revision. Then 64 fifth graders were randomly assigned to receive either a first draft or revised program. Scores were averaged for each condition, first draft or revision, for each program and the mean for each program per condition provided the unit of analysis. A t test based on the paired observation model was employed using the S's mean performance per condition, matched by program, as the entry. An omega square value to test the strength of association was computed. It was inferred from the results that empirical revision based on rules pays off modestly, i.e., instructions can be provided so that the efforts expended in revision will have some effect on the obtained levels of pupil performance. Confidence limits for the difference were calculated so that

cost of revision could be assessed. [Not available in hardcopy due to marginal legibility of original document.] (JS)

ED 040 964 SP 004 013

Rummery, Robert E.
Characteristic Components of Interrater Variation in Judgments of Teaching Performance.

Pub Date 70

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Classroom Observation Techniques, *Reliability, *Statistical Analysis Identifiers—Classroom Observation Judgment Schedule

A study concerned with identifying sources of interrater variation in ratings posed the following questions: Are ratings decomposable into a single nonerror component with interrater variations representing individual error components, or is a better fit to the data provided by multiple nonerror components representing generalized rating styles? And if multiple rating styles are found, what are their characteristics? Rated events were 10-minute segments from videotapes of high school classes in four different subjects. The 50-minute composite videotape was viewed by 83 subjects (teachers, teacher trainees, school administrators, and graduate students) using a 21-item questionnaire synthesized from a variety of sources to sample three aspects of teaching behavior: intended objectives, teaching style, and interpersonal climate. The data from ratings of the four classrooms with the 21 scales formed an 83 x 21 x 4 data array. Two analyses were performed on the extended matrix: principal component analysis of covariances and correlations between rows. Additional analytical procedures were employed to characterize generalized rating styles. Conclusions are methodological rather than substantive: The analytical procedures offer the possibility of providing more information about the quality of ratings than is provided by more traditional reliability estimation procedures, and provide a basis for selecting raters having rating styles of particular interest. (Observation schedule and data tables included.) (JS)

ED 040 965 SP 004 014

Ammons, Madeline, Comp. And Others.

A Navajo Teacher Teacher-Aide Guide.

Arizona Western Coll., Yuma.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Jun 69

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*American Indian Culture, *American Indians, Bilingual Teacher Aides, Manuals, *Navaho, *Teacher Aides, *Teacher Role

This guide for teachers and teacher aides working with Navajo children is the product of a 3-week workshop for teachers and teacher aides given by the Bureau of Indian Affairs and Arizona Western College in June 1969. It outlines some of the basic differences between Navajo and Anglo culture and defines the liaison role that the bilingual teacher aide can play between these two cultures—between the teachers and the schools on the one side and the parents and children on the other. It also lists the duties that an aide can perform, both inside and outside the classroom, and presents checklists for evaluation of the teacher aide by the teacher, and vice versa. (RT)

ED 040 966 SP 004 015

Weate, Nathan James, Jr.

An Analysis of the Curriculum Phase of the Teacher Education and Media Project of the American Association of Colleges for Teacher Education.

Pub Date 69

Note—348p.; Doctoral dissertation, Ohio State University

EDRS Price MF-\$1.50 HC-\$17.50

Descriptors—*Evaluation, *Evaluation Criteria, *Preservice Education, *Teacher Education Curriculum

Identifiers—*Teacher Education and Media Project, TEAM Project

This study utilized three procedures to evaluate the curriculum phase of the Teacher Education and Media (TEAM) Project of the American Association of Colleges for Teacher Education (AACE). A questionnaire was sent to the chief institutional representatives at 810 AACE

member colleges and universities, and external and internal evaluation criteria were applied to the project. Questionnaire respondents indicated that they consider the TEAM Project program an improvement over existing programs and are using certain parts of it. External and internal criteria disclosed several weaknesses such as the lack of a sound philosophy of the nature of teaching, poor selection of source materials, and inadequate attention given to the type of learning activities to be utilized in presenting the content included in the various topics. Several strengths also appeared. They include the use of an organizing center, the use of teacher behaviors as a basis for the program, and the guideline that the natural dynamics of the teaching-learning situation should serve as the organizational framework for teacher education programs. (For a complete description of the TEAM Project, see ED 026 294.) (RT)

ED 040 967 24 SP 004 017

Natkin, Gerald L.

Research and Theory on the Effects of Instructional Sequencing.

Bucknell Univ., Lewisburg, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-8-B-100

Pub Date Jun 70

Grant—OEG-2-9-480100-1005(010)

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Achievement, High School Students, *Learning Processes, *Programed Instruction, *Sequential Learning, *Sequential Programs

Although previous research has indicated no significant relationship between sequencing of programed instructional materials and terminal achievement, it is felt that certain conditions might produce such a relationship. In order to test this idea, a hierarchy of word meanings was constructed, in which each definition was dependent on the previous one. The hierarchy was divided into several different linear and scrambled versions according to the amount of memory and information reorganization required to learn the material. The linear and scrambled versions were then administered to two groups of 80 high school students. Factorial analysis of results showed a significant difference in achievement between students using the linear version and those using a scrambled version for the lower degrees of memory requirement. However, there was no difference in achievement at the higher levels of memory requirement. Conclusions were that sequence does have an effect in programed instruction when a certain optimal memory load is not exceeded, and that further research should be done on the learning mechanisms involved in programed instruction. (RT)

ED 040 968 24 SP 004 045

Katzenmeyer, W. G.

School Administrators Institute for Educational Research. Final Report.

Wisconsin Univ., Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1871

Pub Date 66

Grant—OEG-144-6781

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Administrative Personnel, Computers, Educational Psychology, *Educational Research, *Institutes (Training Programs), Learning Theories, Measurement, *Participant Characteristics, Public Schools, Research Design, Statistics

Forty participants were selected from over 200 applications for this summer institute on the basis of their ability to influence the research effort of their school district. The major objectives of the institute were to improve the research skills of school administrators, to heighten their interest in research, and to provide information about recent developments in educational research. The program offered 12 2-week modules on such topics as statistics, measurement, learning theory, computers, research design, and educational psychology, from which each participant selected six. A total of five graduate credits were given for successful completion of the program. An evaluation of the institute by the participants was provided through the use of a questionnaire. This

evaluation indicated that the participants felt the objectives of the institute had been reached. (The application forms and evaluation questionnaire are included.) (RT)

ED 040 969 08 SP 004 046

Super, Donald E., Ed.

Toward a Cross-National Model of Educational Achievement in a National Economy; The Report of the Lake Mohonk Conference.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1967

Pub Date [68]

Note—382p.

EDRS Price MF-\$1.50 HC-\$19.20

Descriptors—*Comparative Education, Curriculum Evaluation, Equivalency Tests, *Evaluation Criteria, International Education, *International Programs, Mathematics, Measurement Instruments, Measurement Techniques, Program Evaluation, Psychological Characteristics, Social Attitudes, *Social Factors

This report of the Lake Mohonk Conference represents a first attempt to establish cross-national quantitative measures of the International Association for the Evaluation of Educational Achievement. It was attended by specialists in educational measurement and comparative education, economists, sociologists, vocational educators and educational, social and vocational psychologists, from the United States, England, Sweden and Germany. The 14 papers cover the following topics: 1) comparative education as a field of inquiry and as an aid to inquiry into educational achievement; 2) the reflection of societal characteristics within the school; 3) political socialization: its implications for an international study of mathematics achievement; 4) relevance and fitness analysis in comparative education; 5) problems of aggregating scores for a measure of total achievement; 6) aggregate costs, output, and school achievement; 7) the "fit" between education and work; 8) a social model for considering the effects of interpersonal forces on the pupil as a learner; 9) overt versus latent teacher attitudes; 10) the reward system of the school; 11) roles and social expectations in school and work systems; 12) research on self concept; 13) the role of continuing education, and 14) lifelong learning in the "educative society". (MBM)

ED 040 970 24 SP 004 047

Bonney, Lewis Alfred

Relationships Between Content Experience and the Development of Seriation Skills in First Grade Children. Final Report.

Arizona Univ., Tucson.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-1-024

Pub Date 70

Grant—OEG-9-70-0019(057)

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—*Early Childhood Education, Elementary School Students, Intellectual Development, Intelligence Tests, *Learning Experience, *Predictive Ability (Testing), *Preschool Evaluation, Preschool Tests, Primary Grades, *Student Ability

This study is concerned with the manner in which experience with concrete, quantitative, interpersonal, and verbal content influences the development of ability patterns in first grade children. The literature related to theoretical models of intellectual development indicates that abilities develop in response to experiential variables, such as content, and that content specific instruction may experimentally produce changes in the ability patterns of six-year-olds. Pilot studies were conducted and data to test the experimental hypotheses were collected from 240 first grade children. A Seriation Skills Test, which is included in the document, was prepared from these. A Solomon Four Group Designs used to ensure internal validity of the study and the effect of instruction on subtest scores and total scores was assessed by performing an analysis of variance of group means observed on posttest. The results revealed high pretest intercorrelations among some seriation abilities and low pretest intercorrelations among others, and instruction did not significantly alter the relationships. The results suggest that to improve the reliability of

infant and preschool intelligence scales and to select materials for home intervention and Head Start programs. Structure of Intellect content categories should be used as guides. (MBM)

ED 040 971 SP 004 057

Blum, Zahava D. Coleman, James S.
Longitudinal Effects of Education on the Incomes and Occupational Prestige of Blacks and Whites.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—R-70
Pub Date 70
Grant—OEG-2-7-061610-0207
Note—69p.

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—*Educational Benefits, Educational Experience, Ethnic Status, Family Background, Income, Occupational Information, Parent Influence, *Race Influences, *Racial Factors, Social Opportunities, *Socioeconomic Status

This analysis of the differences between black and nonblack males in the processes underlying occupational growth uses retrospective life history data and studies the degree to which members of the two groups convert educational attainment into income and prestige, as well as the effects of parental resources in determining educational levels. The analysis showed that blacks attained lower levels than nonblacks both in income and prestige, principally as a result of lower growth rates rather than substantially lower starting points. There is a relatively small continuous effect of education on income, slightly smaller for blacks than for nonblacks, but high incomes for blacks are less stable than for nonblacks. Black and nonblack distribution of prestige remain in the same relative position. The analysis shows that the father's education and occupation and the mother's education all show independent effects on the son's educational attainment. For blacks and mother's education is of greater importance than the other two background characteristics, while among nonblacks the three characteristics are of approximately equal weight. There is a much stronger relationship between the occupation of father and that of son for nonblacks than for blacks. (Author/MBM)

ED 040 972 SP 004 058

Stinnett, T. M., Ed.
The Teacher Dropout.

National Commission on Teacher Education and Professional Standards, Washington, D.C.; National Education Association, Washington, D.C.; Phi Delta Kappa, Bloomington, Ind.

Pub Date 70
Note—177p.
Available from—F. E. Peacock Publishers, Inc., Itasca, Illinois (\$5.75)

Document Not Available from EDRS.

Descriptors—*Career Change, Collective Negotiation, College School Cooperation, Differentiated Staffs, Educational Change, Personnel Policy, Policy Formation, *Public School Systems, *Public School Teachers, Research Needs, School Policy, Status, *Teacher Education, Teacher Participation, *Teacher Persistence, Teacher Shortage, Teaching Load

This collection of seven commissioned papers explores various aspects of teaching which are considered to be related to the teacher dropout problem. Chapter titles are: 1) Overview of Factors Affecting the Holding Power of the Teaching Profession; 2) The Nature of the American Public School System; 3) The Decision-Making Apparatus in Public Education; 4) Teacher Workload and Teacher Dropout; 5) The Effect of Personnel Policies on the Holding Power of Teaching; 6) The Preparation of Teachers: Preservice and In-Service; 7) The Status of the Career Teacher: It's Effect upon the Teacher Dropout Problem; 8) Panel Discussion of the Seven Papers, by the authors. (RT)

ED 040 973 SP 004 063

The Harrisburg Urban Semester (THUS).
Central Pennsylvania Consortium of Colleges, Gettysburg, Pa.
Pub Date 69
Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Course Objectives, Field Experience Programs, *Inner City, *Interinstitutional

Cooperation, *Internship Programs, Social Sciences, Student Motivation, Teacher Education, *Urban Environment

This cooperative program has been designed primarily for students in education and the social sciences at the four colleges of the Central Pennsylvania Consortium, to help them understand the problems of the urban environment and to challenge them to help in solving these problems during the course of the program and also in their later life. It will provide a specialized course for each group (educators and social scientists), plus an urban seminar for all students. Education interns may be placed in conventional or experimental schools, or schools for the disadvantaged, while social science students will be interns with the state legislature, planning commissions, welfare agencies, recreation programs, and mental hospitals. Course credit equivalent to a semester on campus will be earned. Each student will be required to read approved background material, participate in the urban seminar and one of the other two specialized courses, and to produce two papers, one an independent study of field research and one a self-analysis of the student's reactions and changes during the program. Each student will be evaluated by the staff of THUS, by his internship supervisor, and by himself, and all evaluations will be sent to his college. Admission will be controlled basically by the individual colleges of the Consortium; the program staff will organize, administer and counsel the students. (MBM)

ED 040 974 24 SP 004 094

Cornier, William H.

Effects of Approving Teaching Behaviors on Classroom Behaviors of Disadvantaged Adolescents. Final Report.

Tennessee Univ., Knoxville.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-9-D-017
Pub Date Mar 70
Grant—OEG-4-9-520017-0029-057
Note—115p.

EDRS Price MF-\$0.50 HC-\$5.85

Descriptors—Adolescents, Behavior Change, *Class Management, *Disadvantaged Youth, Economically Disadvantaged, *Positive Reinforcement, Secondary School Students, *Social Reinforcement, *Student Behavior, Student Teacher Relationship

The aim of this study was to determine the effect of social reinforcement by the teacher on the classroom behavior of economically disadvantaged adolescents. The study also investigated the length of time necessary to demonstrate marked changes in behavior and the effect of social reinforcement on non-target class members. Subjects were six eighth-grade classes. Three students in each class were identified by the teacher as disruptive (target students) and were the object of social reinforcement techniques. Teacher and student behavior was observed and recorded during a baseline period of several weeks, and then teachers were instructed in the principles of social reinforcement. Further observations were made during a random sequence of varied-length control and experimental conditions. Analysis of student behavior revealed a significant change in the behavior of both target and non-target students during experimental conditions. There was also a significant difference between short and long time periods. It is concluded that social reinforcement can improve the classroom behavior of economically disadvantaged adolescents. Further research is recommended with middle class adolescents. (Forty pages of data tables are appended.) (RT)

ED 040 975 24 SP 004 095

Zink, Theodore M.

A Study of Attitudes and Employment Patterns of Teachers Who Received Pre-Service Teaching Experience with Disadvantaged Groups. Final Report.

Glassboro State Coll., N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-9-B-067
Pub Date Jun 70
Grant—OEG-2-9-400067-1037(010)
Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Culturally Disadvantaged, *Disadvantaged Youth, Education Majors, Employ-

ment Patterns, Field Experience Programs, *Preservice Education, *Programs, *Teacher Attitudes, Teacher Characteristics, *Teacher Employment, *Teaching Experience

This study was intended as a follow-up evaluation of Project COPE, a Glassboro State College program designed to provide junior year elementary education students experience in teaching culturally disadvantaged children, and to motivate them to continue this type of teaching after graduation. The procedure involved testing and collecting survey data on all Glassboro graduates who were program participants. Test results were compared with earlier scores on the same instruments as a measure of long-term attitude change. Earlier test results along with IQ, college grade point average, and curricular data were then compared with post college employment. Of the 147 respondents (72 percent of all program participants), 127 entered teaching, with 51 teaching the disadvantaged. Considerable variance existed among the densities of deprived taught, as well as the duration of that teaching. No significant differences were found between those who later taught the disadvantaged and those who did not in terms of personal characteristics (IQ, sex, grade point average), amounts of graduate study, comparative attitude test data, and ratings of COPE as an experience and teaching as a profession. Although original COPE project goals may have been inadequately realized, participants' ratings of the program indicate that a preservice experience with the disadvantaged would be of value to all prospective teachers. (RT)

ED 040 976 24 SP 004 096

Rittenhouse, Carl H.

Innovation Problems and Information Needs of Educational Practitioners.

Stanford Research Inst., Menlo Park, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—BR-9-9009
Pub Date May 70
Contract—OEC-09-099009-4590
Note—87p.

EDRS Price MF-\$0.50 HC-\$4.45

Descriptors—Differentiated Staffs, Dropouts, Ecology, Environmental Research, Evaluation Methods, Family Life Education, Flexible Scheduling, Health Programs, Individualized Instruction, *Information Needs, *Information Sources, *Information Utilization, Interdisciplinary Approach, Nongraded Classes, Program Budgeting, *Research Utilization, Social Sciences, Vocational Interests

This study was planned to design, analyze, and field test procedures for identifying those operating problems of education practitioners which may be partially solved by making recent research developments available, and to identify the specific types of substantive and methodological information which the target audiences in elementary and secondary schools and in institutions of higher learning require to make decisions about education improvements. The primary method used was the mailed survey, with some interviews, and a second questionnaire was sent to a sample of the respondents to the first, asking them to list the specific types of information needed, indicate where they have been able to obtain it, and show how useful it had been in helping them to make a decision. Results showed that the search for information is often disorganized. Larger school districts have generally adopted more innovations than smaller ones, and have better access to information, the preferred source being direct contact with personnel in other districts, supplemented by the extensive use of printed material, professional libraries, and information services. Clarity and conciseness are regarded as of primary importance. In higher education institutions special information is frequently obtained from institutions involved in similar changes, while some have set up long range planning and research activities. (MBM)

ED 040 977 24 SP 004 097

Speiss, Madeleine F. And Others

Reinforced Readiness Requisites from Theory to Practice

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-2827
Pub Date 70
Contract—OEC-4-7-062827-3078

Note—96p.

EDRS Price MF-\$0.50 HC-\$4.90

Descriptors—American Indians, *Basic Skills, Classroom Observation Techniques, Cultural Factors, Instructional Materials, Mexican Americans, *Minority Group Children, *Positive Reinforcement, *Reading Readiness, Teacher Education, *Teaching Methods
Identifiers—Reinforced Readiness Requisites Program

This booklet is an instructional aid for teacher trainers. Its aim is to help trainers familiarize teachers with the theory and proper use of the Reinforced Readiness Requisites (RRR) program, a series of 145 lessons designed to give standard kindergarten and first grade entry and reading readiness skills to Mexican-American and Indian children. The RRR program is based on tangible rewards and group cooperation. In the initial stage of the one-year program, children are given toys if the class as a whole meets performance criteria in a lesson. Later the toys are replaced by tokens, and then the tokens are also phased out. The booklet contains an explanation of the theory behind the program; questions for group discussion; scenarios for role playing; storyboards and scripts of two slide presentations—one on the program content and the other on the reinforcement techniques; three sample lessons; and a nine-category classroom observation schedule. An appendix contains a list of media materials and written handouts which accompany the RRR teacher training program. (RT)

ED 040 978 24 SP 004 098

Mouly, George J.

Training of Research Center Personnel. Final Report.

Miami Univ., Coral Gables, Fla.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-6-2562

Pub Date Jun 67

Grant—OEG-2-6-062562-1358

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Educational Development, *Educational Research, Field Studies, *Program Descriptions, *Research and Development Centers, *Research Opportunities

This training program was designed to serve as the first part of a two-stage concentrated course leading to the doctorate in educational research, and to train personnel for intermediate responsibility in national, state, and local educational research. Twenty young teachers, selected for dynamic personality, high intellectual caliber, and commitment to complete the program, were to be subjected to a rigorous program consisting of four basic units: 1) research, 2) statistics and evaluation, 3) practical research experience, and 4) supportive studies. Participants worked for one day a week on field projects in research laboratories, were involved in a variety of professional activities, and all earned grades considerably above the usual University of Miami graduate standards. The program appeared to provide a good foundation for doctoral work and for relatively sophisticated research positions. (MBM)

ED 040 979 SP 004 100

Klein, Susan Shurburg

Student Influence on Teacher Behavior.

Pub Date 70

Note—113p.; Doctoral dissertation, Temple University

EDRS Price MF-\$0.50 HC-\$5.75

Descriptors—Analysis of Variance, *Behavior Change, *Classroom Communication, *Classroom Observation Techniques, Statistical Analysis, Student Behavior, *Student Teacher Relationship, Teacher Behavior, Teacher Education
Identifiers—Flanders Interaction Analysis, Visual Observational Schedule of Teacher Behaviors

This doctoral dissertation examines the question of whether student classroom behavior influences teachers' classroom behavior, and if so, whether the direction of change is predictable, as has been suggested by previous research. The four hypotheses tested were: 1) There will be a significant change in teacher behavior when there is change in student behavior. 2) Teacher behavior will be significantly more positive during periods of positive rather than negative student behavior. 3) Teacher behavior will be significantly more positive during periods of positive rather than natural student behavior. 4) Teacher behavior will be significantly more positive during

periods of natural rather than negative student behavior. Twenty-four college teachers were used as subjects and were not the assigned teacher of the 24 undergraduate and graduate education classes in which the experiment took place, nor did they know that an experiment was being conducted. Verbal and nonverbal aspects of teacher behavior were measured, using the Flanders Interaction Analysis instrument and the Visual Observational Schedule of Teacher Behaviors. These instruments, with the statistical analyses of observations, are included in the document. The results of all the analyses were consistent, supporting hypotheses one, two, and four, and not supporting hypothesis three. (MBM)

ED 040 980 24 SP 004 101

Reller, Theodore L. Madsen, David

Postdoctoral Fellowship Program in Educational Research. Final Report.

California Univ., Berkeley.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-7-1172

Pub Date Mar 69

Grant—OEG-1-7-071172-3971

Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Educational Research, *Fellowships, *Postdoctoral Education

This document outlines the activities of Dr. David Madsen during one year as a USOE postdoctoral fellow at the University of California. During this time he completed a 40-page study entitled "Daniel C. Gilman: President of the Carnegie Institution of Washington" and an essay "On Preparing the Doctoral Dissertation." Work was continued on an analog model for assessing changes in an American liberal arts college and an environmental assessment technique for examining student and faculty attitudes. Dr. Madsen also gave eight lectures, and attended 30 lectures and symposia on research in higher education. His other activities included discussions with research personnel and informal counseling with doctoral students. (RT)

ED 040 981 24 SP 004 103

McClendon, Patricia R.

A Pilot Project for Individualizing Elementary

Teacher Education. Final Report.

Winthrop Coll., Rock Hill, S.C.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-9-D-032

Pub Date Jun 70

Grant—OEG-4-9-500032-0033-057

Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—*Behavioral Objectives, Educational Objectives, *Elementary School Teachers, *Individualized Instruction, *Preservice Education, Teacher Attitudes, *Teacher Education Curriculum, Team Teaching

Identifiers—METEP, Model Elementary Teacher Education Project

A pilot project for individualizing elementary teacher education was developed based on the Model Elementary Teacher Education Project of the U. S. Office of Education. It provided individualized instruction in four context areas for 14 elementary education majors during half of the senior year. The context areas were: 1) clinical experiences in health and recreation, 2) clinical-tutorial experiences in measurement, 3) individualized teaching, 4) supervised teaching. The project was evaluated by means of participant comments, pre- and post-tests of participants and a control group on the Minnesota Teacher Attitude Inventory (MTAI), and rating of participants and controls on an Individualized Teaching Analysis (ITA) schedule developed especially for this project. Student comments were overwhelmingly favorable, and the MTAI and ITA scores indicated that project participants had a significantly more positive attitude toward teaching and used significantly more individualized teaching procedures than the control group. Aspects of the project under study for inclusion in the regular teacher education program include small seminars, independent study, a behavioral approach, and team teaching by faculty. (A 66-page appendix contains an outline of behavioral objectives for the four context areas.) (RT)

ED 040 982 24 SP 004 104

Johnston, Donald P.

Use of Selected Techniques for Supervising Student Teachers. Final Report.

Memphis State Univ., Tenn.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-8-D-069

Pub Date Jun 69

Grant—OEG-4-9-080069-0001-010

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—College Supervisors, Cooperating Teachers, *Interaction Process Analysis, *Microteaching, *Preservice Education, *Student Teaching, *Supervisory Methods

Previous research on the use of interaction process analysis and microteaching in teacher education indicates that these two methods of achieving specified behavioral changes in the teaching behavior of student teachers are at least as effective, if not more so, than traditional methods. Attention now turns to the different ways that interaction process analysis and microteaching can be used in supervising student teaching. A study was made of supervisor-student teacher conferences in four teacher education programs—two using interaction analysis and two using microteaching. Supervisory methods in the four programs were compared in terms of focus on process behaviors, focus on content, case study approach, data base used in analysis, rapport building attempt, formulation of lesson objectives, appeal to data for conclusions, and scope of conference focus. This analysis showed a substantial variation in supervisory conference procedures and supervisor behaviors from program to program within the interaction analysis and microteaching approaches. It is recommended that the results of this study be made available to supervisors of student teachers who wish to adopt some of the techniques studied. (An appendix contains bibliographies on interaction process analysis and microteaching.) (RT)

ED 040 983 TE 001 103

Evans, William H., Comp.

Testing in English.

Illinois Association of Teachers of English, Urbana.

Pub Date Feb 65

Note—35p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 05103, \$0.35, prepaid)
Journal Cit—Illinois English Bulletin; v52 n5 p1-35 Feb 1965

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Achievement Tests, *English Instruction, Essay Tests, Evaluation Criteria, Language Arts, Literary Analysis, Literary Discrimination, Pretesting, *Secondary Education, Student Attitudes, *Student Development, Student Evaluation, Test Construction, *Testing, Test Validity

Identifiers—To An Athlete Dying Young

Topics covered in these essays on testing in high school English are (1) the need for major literature tests to determine not factual recall but whether students are growing into rational and humane persons through their experiences with English; (2) the usefulness of pre-tests and re-tests, and the need to emphasize tests as a means of instruction; (3) the process of designing a minimum essentials test in English; (4) the need for departmental criteria to achieve consistency in testing methods and objectives; (5) the usefulness of an attitude scale to evaluate the changing personal reactions of students to literature; and (6) the usefulness of the essay test in teaching the concept of literary analysis. (MF)

ED 040 984 TE 001 437

Emans, Robert Fisher, Gladys Mary

Teaching the Use of Context Clues.

National Council of Teachers of English, Champaign, Ill.

Pub Date Mar 67

Note—4p.

Journal Cit—Elementary English; v44 n3 p243-46

Mar 1967

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Context Clues, *English Instruction, Phonetic Analysis, Reading Comprehension, *Reading Instruction, Reading Skills,

Structural Analysis, Teaching Techniques, Vocabulary Skills, *Word Recognition, Word Study Skills

This study involved the development of exercises for teaching the use of context clues in word recognition. Although authorities believe that context clues are best used in combination with other methods of word identification, such as phonetic analysis and word form, no hierarchy of difficulty among the many exercises for teaching context clues is known. Subsequently, to measure the degree of difficulty of six different word recognition techniques found in literature, students in grades 3-10 of 11 schools were given six different exercise forms. The results indicated that the more clues given a reader, the more easily he could identify a word. The easiest form provided phonetic and configuration clues with the context clues, while the most difficult form indicated only the omission of a word. Students, regardless of sex, intelligence, comprehension, or vocabulary and grade level, used the same clues to determine the suitable word. The exercises developed can also be used for teaching context clues in the classroom. (JM)

ED 040 985 TE 001 703

Gowin, D. B. Strzepek, J.
The Far Side of Paradigms: Conditions for Knowledge-Making in English Education.
New York State English Council, Oswego.
Pub Date Oct 69
Note—17p.
Journal Cit—English Record; v20 n1 p7-22 Oct 1969

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Concept Formation, Conceptual Schemes, Cultural Background, *Educational Research, Educational Theories, *English Education, Evaluation Criteria, Fundamental Concepts, Intellectual Disciplines, Literary Analysis, *Literature, Methods Research, *Models, Problem Solving, Research Design, *Research Methodology, Values

N. L. Gage's analysis of the educational research paradigm can be modified and expanded—first in a Model of the Structure of Knowledge (SOK) and then in a SOK Module which concretely demonstrates one approach to knowledge-making in English Education. Categories in the SOK Model would include (1) the Context of Inquiry—the milieu, the phenomena to be studied, the assumptions and presuppositions upon which the claims rest, the "telling" questions which unlock inquiry, the principle of evidence used to select and interpret data, and key concepts and conceptual systems which pattern facts and ideas; (2) Methods of Work—procedural commitments, techniques, and the need to adapt them to the stubbornness of the subject matter; (3) Products and Productions—selected facts, interpretations, analyses, and completed studies in the field of English education; and (4) Values—deliberated interests both within and outside the field. Based on these categories, a SOK Module can be developed, for example, to teach literature using the pragmatic (audience-oriented) point of view. The SOK Model can help English educators improve the production of both theoretical and applied knowledge in the middle ground between scholars and teachers. (JB)

ED 040 986 TE 001 829

Jones, Junemary
Teaching Afro-American Literature.
Illinois Association of Teachers of English, Urbana.
Pub Date Feb 70
Note—9p.
Journal Cit—Illinois English Bulletin; v57 n5 p1-10 Feb 1970

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*African American Studies, Drama, *English Instruction, Essays, Fiction, Literature Appreciation, *Negro Culture, *Negro History, *Negro Literature, Poetry, Prose, Short Stories

An Afro-American literature course was established at Chicago City College to present a survey of writers who reflected the Black experience in America and to examine their works as artistic entities in their historical and sociological context. Background lectures on many aspects of Afro-American literature accompanied studies of material grouped historically within genres—(1) the prose study focused on folklore—American tales with African origins, essays, novels, and

short stories; (2) the drama study included readings and discussions interspersed with the use of audio-visual aids and the presentation of a one-act play; and (3) the poetry study examined poets from the Reconstruction through the Harlem Renaissance to contemporary times. Student reactions were generally favorable, with those students who had been reluctant to read in remedial English contributing enthusiastically. (A reading list is included.) (JM)

ED 040 987 TE 001 836

Beal, J. David
Film-Making as a School Activity.
Centre for Information on the Teaching of English, Edinburgh (Scotland).
Pub Date May 69
Note—5p.
Journal Cit—CITE Newsletter; v2 n3 p3-7 May 1969

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Acting, Creative Activities, Creative Writing, Dramatics, *English Instruction, *Film Production, Films, Film Study, Language Arts, Library Research, Oral Expression, Production Techniques, *Secondary Education, Sound Effects, Sound Films, Student Motivation, *Student Participation

Identifiers—Scotland
Fiction film production—began several years ago to stimulate the participation of all students in dramatic and creative activities—has become a vital part of a school program, involving project organization and interdepartmental cooperation. The English department initiates the project, which provides ample opportunities for promoting linguistic skills through writing stories, scripts, captions, film credits, publicity articles, and letters; related skills are library research, spoken film narration, and editing. The ultimate involvement of the whole school is necessary, however, to supply actors, artists, camera and lighting technicians, costume makers, property and set teams, and sound effects specialists, thus encouraging all pupils to gain a fuller understanding of mass media communication. (JM)

ED 040 988 TE 001 839

Ives, Summer
But Who's Minding the Store?
Pub Date Nov 69
Note—11p.; Paper presented at the Annual Convention of the National Council of Teachers of English, Washington, D.C., November 1969

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—College Role, *Culture Lag, Educational Needs, Educational Practice, *Functional Illiteracy, Information Dissemination, *Language Instruction, Language Programs, Language Research, Language Role, *Language Usage, *Linguistic Competence, Linguistic Performance, Linguistics, Literacy, Nonstandard Dialects, Program Effectiveness

In language instruction, a dependable informational base of fact, experience, or judgment is essential if students are to develop a functional literacy. Yet the language information base in use today—the set of concepts about what language is, how it works, and how individual languages are maintained—has proven inadequate and unreliable. Reform, however, is seriously impeded because (1) formal and informal language learning occurs almost exclusively in the students' first 13 years, (2) teachers have failed to accept and understand the widely divergent dialects, (3) college English departments promote the study of literature rather than instruction in language and its uses, (4) the many strong aspects of today's movement toward a more comprehensive understanding of language cannot be easily organized for pre-college classroom use, (5) an information gap exists between language scholars and educated laymen, and (6) recent research in linguistics is of uneven quality. To remedy such culture lags, the entire language part of the English program must gradually be rebuilt, beginning with the initial teaching of reading and writing. (JB)

ED 040 989 TE 001 860

Saiki, Patsy Sumie
A Unit in Japanese Literature, Developed as an Example of the Utilization of Non-Western Literature in High School Language Arts Programs to Deepen Understandings of Other Cultures.
Pub Date 68

Note—413p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-9915, Microfilm \$5.30, Xerography \$18.70)

Document Not Available from EDRS.

Descriptors—Anthologies, *Cultural Awareness, Cultural Enrichment, Cultural Interrelationships, Identification (Psychological), Inservice Teacher Education, *Instructional Materials, *Literature Programs, *Non Western Civilization, Participant Satisfaction, Program Evaluation, Secondary Education, *Student Attitudes, Student Reaction

Identifiers—*Japan
An anthology of Japanese literature, supplemented with historical, religious, and artistic facts and concepts and accompanied by a teacher's guide, was designed to explore how selected translated literature of non-Western countries might be studied in the high schools to further intercultural understanding. The original selections were revised by a professor of Japanese literature, and a trial run was made with 60 ninth-graders. After further revision, six 10th-grade teachers presented the materials in a 6-week unit to 447 students. The unit was assessed through pre- and post-tests, teacher and student checklists, and student writing. Eight out of 20 test items indicated significant change, predominantly in student attitudes rather than in growth of knowledge or skills. Noted in participant reactions were preferences on the part of students for those materials requiring involvement with characters in the selections. Teachers recommended that a workshop precede the use of unfamiliar materials and that a more comprehensive teacher's guide be developed. The construction of similar units on other countries, the development of in-service teacher education opportunities, and the further assessment of attitude changes through such programs were advocated. (Author/MF)

ED 040 990 TE 001 871

Allen, Harold B. Worth, George J.
How Optional Is the Language Component? The Language Component as the Chairman Sees It.
Pub Date Nov 69
Note—14p.; Two speeches given at the Annual Convention of the National Council of Teachers of English, Washington, D.C., November 1969

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*College Language Programs, Curriculum Evaluation, *English Curriculum, *English Departments, Language Instruction, *Language Role, Language Teachers, Language Usage, Lexicology, *Linguistics, Literary Styles, Regional Dialects, Relevance (Education), Rhetoric, Semantics, Social Dialects, Syntax

Harold Allen states that language study will become an integral component of the college English curriculum when English departments recognize that a professional knowledge of the nature and function of language, of current theoretical studies in it, and of the geographical, historical, and social variations in language is vital to understanding literature and written expression. He maintains that every college English curriculum should offer courses in (1) transformational generative grammar, which provides tools for the objective analyses of literary style, complex syntactic relationships, and language performance, (2) language usage, (3) the new rhetoric, (4) semantics, (5) lexicography and language history, and (6) American dialect patterns, relevant to both blacks and those from widely divergent geographical regions. Concurring with Allen's remarks, George Worth adds that language study should not be confined exclusively to the classroom nor encased in incomprehensible jargon in research laboratories, but should enrich every aspect of the students' verbal behavior. (JB)

ED 040 991 TE 001 880

Cavanagh, Gray C. Trip, Gus Van Viessens
Evaluation and the New Freedom in Grade XIII English.
Ontario Council of Teachers of English, Toronto (Ontario).
Pub Date 70
Note—8p.

Journal Cit—English Exchange; v12 n2 p22-23, 26-30, 32 W 1970
EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Academic Freedom, Achievement Tests, College Admission, College Entrance Examinations, Educational Objectives, *English Instruction, Grading, High School Students, Individualized Programs, *Individual Needs, Individual Tests, Inservice Teacher Education, Objective Tests, *Standardized Tests, *Student Evaluation, Student Needs, *Testing, Testing Problems, Test Reliability

Tests are inevitably designed to measure students and therefore will affect both teaching techniques and the student's concept of what is important in learning. Standardized, objective high school English tests, which neglect the individual's needs or accomplishments, limit classroom freedom and the natural course of the curriculum. An integral component of the teaching process meaningful evaluation must grow out of the teaching situation and relate to such learning objectives as personal sensitivity, imagination, and creativity. An evaluation profile, whether designed to facilitate grading or college entrance decisions, is ideally based on multiple criteria (i.e., creative writing, individual projects, and participation in debates), accumulated by more than one method (i.e., multiple marking—weighing the reactions of several assessors to student work), and carried out over a long period of time. (MF)

ED 040 992

TE 001 884

Ferry, Richard Eugene

An Investigation of Differences in Language Arts Achievement Caused by a Planned Program in Personal Writing.

Pub Date 68

Note—147p.; Ed.D. Dissertation, University of Illinois

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-10,698, Microfilm \$3.00, Xerography \$7.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Composition (Literary), Composition Skills (Literary), *English Instruction, Experimental Programs, Grade 4, Grade 5, *Language Arts, Language Usage, Punctuation, Reading Comprehension, Spelling, Student Attitudes, Vocabulary, *Writing Skills

This investigation sought to determine if a planned program in personal writing might be effective in teaching the language arts tasks of intermediate grade children. Examined were the effects of the personal writing treatment upon word meaning, paragraph meaning, spelling, language, writing, and attitudes toward reading. One experimental and one control class in each of grades 4 and 5 were taught by the experimenter; the experimental class followed a planned program of personal writing activities composed by the investigator, while the control class followed the lesson plans in the language textbook. Pre- and post-tests used were the "Stanford Achievement Test" subtests in the language arts; the STEP Essay Test; and a reading attitude test. Results were that both experimental 4th- and 5th-grade students showed significant differences in punctuation, usage, capitalization, dictionary use, and essay composition; 5th-graders exhibited a significant difference in understanding word meaning; 4th-graders exhibited a significant difference in spelling. Neither grade's experimental group yielded a difference in attitudes toward reading or in paragraph comprehension. The conclusion was that the program in personal writing was effective in several areas. (Author/LH)

ED 040 993

TE 001 886

Hyndman, Roger

Some Factors Related to the Writing Performance of Tenth-Grade Students.

Pub Date 69

Note—220p.; Ed.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-16,912, Microfilm \$3.00, Xerography \$9.00)

Document Not Available from EDRS.

Descriptors—Attitude Tests, *Composition Skills (Literary), Expository Writing, High Achievers, Low Achievement Factors, Low Achievers, Organization, *Performance Factors, *Secondary School Students, Self Concept, Self Evaluation, *Student Attitudes, *Student Characteristics, Writing Skills

Forty-three 10th-grade boys and girls of upper-average intelligence were divided into two groups of poor and good writers (as determined by past performance, present teacher evaluation, and the evaluation by three experienced judges of two sets of sample compositions) to determine significant composition factors which could account for writing performance. Subjects wrote on expository composition as a regular class assignment, were questioned in a tape-recorded interview about their writing practices, and then were asked to register their attitudes toward 21 writing concepts on a 10-item adjective scale. A regression analysis combining scalar interview items and attitude dimension items confirmed a definitive relationship between writer type and the following factors: worth of ideas; self-rating as a writer; sense of purpose in writing; concern for organization; usefulness of ideas from the media of television, film, and radio; and initial sentence control. (Author/MF)

ED 040 994

TE 001 888

Hess, Karen Matison

The Language Attitudes and Beliefs of Minnesota Elementary and High School English Teachers. (Volumes One and Two).

Pub Date 68

Note—489p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-11,402, Microfilm \$6.25, Xerography \$22.05)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Educational Attitudes, Educational Trends, Elementary School Teachers, *English Education, *Language Role, Language Usage, *Linguistics, Secondary School Teachers, *Teacher Attitudes, *Teacher Background, Teacher Education, Teacher Improvement

Identifiers—Minnesota

To investigate the linguistic knowledge of Minnesota English teachers, a 100-item questionnaire based on nine basic language concepts was given to 647 elementary and 786 secondary teachers. The concepts were that language is (1) symbolic, (2) highly personal and social, (3) crucial to man's humanity, (4) dynamic, (5) learned, (6) oral, (7) used for a variety of purposes, (8) systematic, and (9) conventional. Results showed that 46.6% of the elementary teachers and 74.4% of the secondary teachers agreed with the linguists on 50% or more of the items. Factors in the backgrounds of both sets of teachers—obtained through the use of a three-part personal data sheet which investigated the teaching situation, teacher preparation, and sources of knowledge about the English language—were found to be significantly related to their agreement with the linguists. Although a comparison of the elementary-teacher results obtained in 1967 with results obtained in a similar study in 1962 revealed that the 1967 respondents were more linguistically knowledgeable than the 1962 respondents, both elementary and secondary English teachers have much to learn about the nature of the English language and language study. (Author/JM)

ED 040 995

TE 001 889

Grindstaff, Faye Louise

The Responses of Tenth-Grade Students to Four Novels.

Pub Date 68

Note—196p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-12,486, Microfilm \$3.00, Xerography \$9.00)

Document Not Available from EDRS.

Descriptors—Analytical Criticism, *English Instruction, *Literary Analysis, Literary Criticism, Novels, Reading Comprehension, *Secondary School Students, Structural Analysis, *Student Reaction, *Teaching Methods, Twentieth Century Literature

To compare structural analysis with experiential reflective analysis as teaching techniques for literature, a study was made of the written responses of three groups of typical 10th-graders after reading four modern novels—Paul Annixter's "Swiftwater," Ray Bradbury's "Fahrenheit 451," Bel Kaufman's "Up the Down Staircase," and John Knowles' "Separate Peace." One group was instructed in each of the experimental techniques

while a control group received no instruction. Members of all groups wrote a free response composition after reading each novel and a second one a week later (after class analysis for the experimental students). Then, 13,455 individual response units were isolated, coded into seven categories, and analyzed using a two factor analysis of variance design. The readers' responses were found to vary according to the kind of novel read and the kind of approach used in teaching. The experimental classes had more divergent, sophisticated responses and fewer reading difficulties than did the control group with its unguided reading activity. The experiential reflective class had the least number of reading difficulties and demonstrated superiority in making literary judgments while the structural analysis class demonstrated superiority in expository prose evaluation. (Author/MF)

ED 040 996

TE 001 891

Gallo, Donald Robert

The Construction and Validation of an Instrument to Assess Teachers' Opinions of Methods of Teaching Poetry to Tenth Grade Students of Average Ability.

Pub Date 68

Note—242p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-7736, Microfilm \$3.15, Xerography \$11.05)

Document Not Available from EDRS.

Descriptors—Average Students, Course Evaluation, English Instruction, *Grade 10, *Poetry, *Teacher Attitudes, Teacher Background, *Teacher Evaluation, Teacher Experience, *Teaching Methods, Teaching Quality, Test Reliability, Test Validity

This study attempted to construct an instrument—the Poetry Methods Rating Scale (PMRS)—for assessing 10th-grade teachers' opinions of poetry teaching methods and to validate it by comparing the scores on the PMRS to the teachers' attitudes, personality, performance, and success in the classroom. The PMRS (a 38-item, seven category equal-appearing interval scale) and three other tests were administered to 39 teachers; 25 of these were randomly selected to teach three poems to one class in any way they wished and to administer an objective test on those poems; the remaining 14 teachers, the control group, gave the poetry test to their students without teaching. Three evaluators' ratings of the teachers' tape-recorded lessons, student poetry-test scores, and anonymous student evaluations provided criterion validity for the PMRS. Reliability of the PMRS was established by a test-retest procedure administered to the 39 teachers after completion of testing and to an additional 93 secondary English teachers. Results showed that although the PMRS is a reliable instrument in assessing opinions of poetry teaching methods, the scale's validity is tenuous. Trends in the data indicated, however, that significant correlations would result with larger samples. (Author/JM)

ED 040 997

TE 001 893

Caccavo, Emil

The Listening Comprehension Level of an Informal Reading Inventory as a Predictor of Intelligence of Elementary School Children.

Pub Date 68

Note—118p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-11,739, Microfilm \$3.00, Xerography \$5.80)

Document Not Available from EDRS.

Descriptors—Group Intelligence Tests, *Intelligence, Intelligence Level, Intelligence Tests, Intermediate Grades, *Listening Comprehension, Mental Tests, *Predictive Ability (Testing), Predictive Measurement, Primary Grades, *Student Evaluation

This study attempted to determine whether sufficiently strong relationships existed between listening comprehension level and intelligence (as measured by individual tests) for the former to be used as a predictor of the latter. Ten boys and 10 girls randomly selected from each of grades 1, 3, and 5 were given the individually-administered McCracken Standard Reading Inventory (SRI) and the Wechsler Intelligence Scale for Children (WISC) as well as the group Otis intelligence

test. Results included (1) a significant correlation between listening age and WISC mental age for the total group of subjects and for fifth- and first-grade students alone; (2) a stronger relationship between individual (WISC) mental age and listening age than between individual mental age and group (Otis) mental age for the first grade group, although the difference did not reach statistical significance (reverse was true for the total group and grade 5); (3) a higher correlation at all levels between listening age and WISC mental age than between listening age and Otis mental age. The relationship between listening and individual mental ages did not differ between sexes. The close relationships between the listening comprehension level and WISC intelligence indicates that the listening test may prove to be a predictor of mental capacity. (Author/LH)

ED 040 998

TE 001 895

Chang, Lynette Yun Chau Char

The Ability of Sixth Grade Pupils to Use Certain Verbal Context Clues in Listening and Reading.

Pub Date 68

Note—225p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-11,483, Microfilm \$3.00, Xerography \$10.15)

Document Not Available from EDRS.

Descriptors—Cloze Procedure, *Context Clues, Form Classes (Languages), Grade 6, Language Arts, *Listening, Oral Communication, Reading, *Reading Level, *Sex Differences, *Student Ability, Visual Learning

This study was designed to examine the ability of 256 above-average sixth-grade pupils to use six categories of verbal context clues in listening and reading. The extent to which success in determining deleted words was associated with the word form class membership of deleted words was also examined. A hierarchy of difficulty was established for the clue categories: (1) definitions or descriptions—77% success, (2) words connected or in series—72%, (3) direct referrals—64%, (4) modifying phrases or clauses—63%, (5) familiar expressions—60%, and (6) comparisons or contrasts—57%. The word form class hierarchy of difficulty was also established: (1) verbs—69%, (2) function words—66%, (3) nouns—66%, (4) adjectives—63%, (5) adverbs—52%. Some results indicated that (1) females achieved better than males in four context clue categories and in four word form classes, (2) the visual mode, as opposed to the oral, was favored in three categories and for word form class-function word, (3) the ability to use context clues was related to the reading levels of the subjects, and (4) the ability to determine deleted words belonging to form classes was related to reading levels also. (Author/LH)

ED 040 999

TE 001 896

Davis, Lillie Smith

The Applicability of Phonic Generalizations to Selected Spelling Programs.

Pub Date 69

Note—220p.; Ed.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-17,649, Microfilm \$3.00, Xerography \$9.90)

Document Not Available from EDRS.

Descriptors—*Basic Vocabulary, Consonants, Elementary Education, *Generalization, *Phonics, *Spelling, Spelling Instruction, Syllables

Forty-five phonic generalizations were applied to 5,431 words selected from six spelling programs. Also examined was the grade level at which each generalization was introduced; and the applicability of phonic generalizations to the spelling vocabulary was compared to the applicability of the generalizations to reading vocabularies as determined by previous research. Major findings were (1) the applicability of the generalizations ranged from zero to 100%; (2) the majority of the generalizations were introduced in grade 2; (3) generalizations on syllabic division and accentuation were inconsistently introduced and maintained; (4) the individual percentages of applicability of the generalizations to spelling vocabulary and to reading vocabularies were similar. The following conclusions and recommendations were made:

(1) Phonics instruction in reading and spelling should be coordinated; (2) phonic generalizations about single consonants, consonant elements, and pronunciation of vowels in accented syllables are defensible in spelling programs; (3) generalizations regarding accentuation and syllabic division are less defensible; (4) the generalizations, as a whole, are only moderately useful to spelling. (Author/LH)

ED 041 000

TE 001 897

Edwards, Audrey Toan

The Comprehension of Written Sentences Containing Relative Clauses.

Pub Date 69

Note—87p.; Ed.D. Dissertation, Harvard University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-14,174, Microfilm \$3.00, Xerography \$4.60)

Document Not Available from EDRS.

Descriptors—Grammar, *High School Students, *Reading Comprehension, Reading Difficulty, *Sentence Structure, Structural Analysis, *Syntax, Verbs

In order to study the relationship of certain syntactic variables to reading comprehension difficulty, 80 high school seniors were asked to read and then paraphrase 16 types of relative clause sentences to demonstrate their understanding of the sentences. Each sentence included one independent clause and one relative clause, and each lacked any semantic clues. The effects of relative clause position and relative clause structure were substantial and consistently stronger than independent clause structure, although all three were found to affect comprehension scores. Easier sentence comprehension occurred when the relative clause followed the independent clause, when the independent clause was active rather than passive, and when, in relative clause structures, the agent was mentioned first and the verb was passive. Comprehension difficulty related less closely to the use of the passive verb form than to the word arrangement in particular passive constructions. Relative infrequency of use also may have contributed to the comprehension difficulty of some types of clauses. (Author/MF)

ED 041 001

TE 001 898

Edmonds, Bernyce Scott

The Diffusion of Institute Concepts Beyond the Participants of an NDEA Institute in Critical and Appreciative Reading.

Pub Date 68

Note—233p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-11,091, Microfilm \$3.05, Xerography \$10.60)

Document Not Available from EDRS.

Descriptors—Academic Rank (Professional), *Adoption (Ideas), Concept Teaching, *Diffusion, Educational Innovation, *Information Dissemination, *Inservice Teacher Education, Program Effectiveness, Teacher Attitudes

This research examined the diffusion activities of 35 administrators, specialists, and classroom teachers in implementing NDEA Institute recommended concepts in their schools. Extensiveness of diffusion activities was measured by the number of concepts diffused and the number of concepts adopted by colleagues. The study was conducted in three phases—during the Institute operation and 7 months and 10 months following the Institute. Measuring techniques employed were observation and tests during phase one, a mailed questionnaire during phase two, and sample school visits during phase three. The number of concepts diffused was found to be related to (1) professional position (specialists diffused more concepts than administrators and classroom teachers), (2) self-perception of diffusion responsibility, (3) Institute attendance rationale, and (4) self-adoption of Institute concepts. The number of concepts diffused was not related to self-perception of leader behavior, and the number of concepts adopted by colleagues was related only to the teacher participants' self-adoption of the concepts. Because of seemingly built-in obstacles, diffusion activities were minimal for most participants. (Author/LH)

ED 041 002

TE 001 900

Feider, Helga

A Comparative Syntactic Description of Spoken and Written English.

Pub Date 69

Note—286p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-14,703, Microfilm \$3.70, Xerography \$13.05)

Document Not Available from EDRS.

Descriptors—American English, *Comparative Analysis, Deep Structure, Descriptive Linguistics, Grammar, Linguistic Competence, Linguistics, *Oral Expression, Sentence Structure, Structural Analysis, Surface Structure, *Syntax, *Transformation Generative Grammar, *Written Language

To determine the principal differences in syntactic structure between spoken and written American English, a corpus of the spoken (800 sentences) and written (280 sentences) utterances of six graduate students was described in terms of a transformational generative grammar. These utterances were used as a basis for a two-part grammar: (1) a source grammar describing all the utterances from the corpus of written English as well as those sentences from the corpus of spoken English that were non-deviant from the source grammar, and (2) an extension grammar specifying 50 rules designed to account for structures peculiar to spoken English. Extension rules signalled the lack of a formal correspondent in written English for certain types of spoken English structures. This comparative grammar showed that, with one exception, all structures peculiar to spoken English can be described by transformational extensions and that the greater variability of spoken English in surface structure made the comparative system generally more economical than an alternate system of analysis. Results indicated that the ability to discriminate between spoken and written styles is a linguistic competence which can be accounted for by a system of rules analogous to and isomorphic with the rules of the transformational component of a generative grammar. (Author/JB)

ED 041 003

TE 001 902

Charlesworth, Roberta A.

Developing a Language Program in One School System.

Pub Date Nov 69

Note—6p.; Speech given at the Annual Convention of the National Council of Teachers of English, Washington, D.C., November 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Discourse Analysis, Elementary Education, *English Programs, Language Learning Levels, *Language Research, Language Skills, *Language Usage, Oral Communication, *Oral Expression, Program Design, Secondary Education, Student Attitudes, Tape Recordings, Teacher Workshops, Vocabulary Development

As an outgrowth of their study of language theory and practice, English and elementary school teachers involved in in-service linguistic workshops are analyzing the verbal usage of a number of Toronto students to identify the language attitudes and characteristics of K-13 students and to become aware of language learning possibilities at grade levels other than their own. Audio tapes illustrating various kinds of language performance are being collected from selected students at each grade level. These tapes include individual responses made in a teacher-student interview session, informal conversation with peers, discussion with classmates on an assigned topic, and presentation of a narrative. Typescripts from the completed tapes often reveal new aspects in the student's language and perceptual development—the number of different words he uses and his attitudes and expanding interests. Findings obtained by this grass roots approach are intended to lay the groundwork for principles which might be refined later and pursued more scientifically. (CK)

ED 041 004

TE 001 904

Brooks, Robert D. Scheidel, Thomas M.

Speech as Process: A Case Study.

Speech Association of America, New York, N.Y.

Pub Date Mar 68

Note—9p.

Journal Cit—Speech Monographs; v35 n1 p1-7
Mar 1968

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Affective Behavior, Attitudes, Attitude Tests, *Audiences, *Changing Attitudes, Communication (Thought Transfer), Evaluation Techniques, *Oral Communication, *Personality Assessment, Psychological Evaluation, Public Speaking, Response Mode, Speeches, *Speech Evaluation, Test Construction

In order to test the internal evaluative processes and not merely the final reactions of an audience to a speaker, 97 Caucasian college students expressed their attitudes toward Malcolm X while listening to a 25-minute tape-recorded speech by him. Eight 30-second silent intervals at natural pauses in the speech gave the students time to respond during the stimulus speech. The subjects completed semantic-differential pre- and post-tests on Malcolm X. Two control groups responded only to the pre- and post-tests—group A without hearing the speech, group B hearing it uninterrupted. Eight scaled evaluative sets were used to determine attitude toward the speaker (i.e., reputable, kind, educated, selfish). Although post-test results for the experimental group and control group B were remarkably similar (thus negating the possibility of experimental disruptive effects), results obtained from the experimental group during the speech's eight intervals revealed significant shifts in the group's attitude toward the speaker. Informed statements can be made about when changes occurred, at what rate, and in relationship to what speech content. It was concluded that this process analysis of communication presents a fuller, truer description of audience reactions than the traditional static methods of evaluation. (MF)

ED 041 005

TE 001 909

Searles, John R.

Language, Composition, and the Student.

Wisconsin Council of Teachers of English.

Pub Date Jan 70

Note—9p.

Journal Cit—Wisconsin English Journal; v12 n2 p4-6, 8-12, 23 Jan 1970

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Audiences, *Composition Skills (Literary), Diachronic Linguistics, English Instruction, Grammar, Language Enrichment, Language Instruction, *Language Usage, Parallelism (Literary), Punctuation, *Self Expression, Spelling Instruction, *Teacher Role, *Teaching Methods, Writing Skills

In order to improve their students' skills in self-expression, teachers should emphasize the importance of tone, an awareness of what is being said, and an appreciation of the effect of words on an audience. They need to foster in their students an interest in and a perspective on language, its history, and the human and social attitudes which language reflects. Stress should be placed on the fundamentals of spelling, on the reasons behind punctuation rules, on writing clarity and conciseness, and on the usefulness of parallelism and subordination for accurate, fluent self-expression. These techniques of composition, however, will be of little value unless the student-writer has something worthwhile to say and has coherently ordered his ideas. (MF)

ED 041 006

TE 001 913

Daley, Mary E.

A Happening? Creative Film-Making Resource Unit.

Pub Date 69

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Class Activities, Color Presentation, Concept Formation, *Creative Activities, Creative Expression, *Film Production, *Films, Film Study, Photocomposition, Photography, Sound Films, Student Interests, Student Motivation, Student Participation, Student Projects, Teaching Methods

To change the classroom trend of promoting competition among children and repressing their feelings, this unit on film making focuses on a creative activity which will enable students to (1) make new things meaningful to them; (2) see purpose and meaning in familiar things; (3) observe and create beauty in life and art; (4) redefine or form their own concepts from highly dramatized ideas; and (5) discover their in-

dividual relationships with their environment. Four sub-units—film art, motion pictures, visual language, and making a film—present plans for such activities as viewing films; reading books and periodicals; writing critical reviews, scripts, scenarios, and research reports; discussing; producing films; and lecturing. Also provided are suggested film assignments; examples of a working script, a movie outline, a sequence chart for shooting, a shooting script, and a story board; and a list of youth films entered in film festivals. (JM)

ED 041 007

TE 001 914

Warren, Robert P., Jr.

A Summer Writing Workshop for Disadvantaged Students: Trial Run for Moffett, Murray, and Dixon.

Connecticut Council of Teachers of English.

Pub Date 69

Note—8p.

Journal Cit—Connecticut English Journal; v2 n1 p10-17 F 1969

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Composition Skills (Literary), *Creative Writing, Descriptive Writing, *Disadvantaged Youth, Experimental Programs, *Group Discussion, *Intermediate Grades, Lower Class Males, Self Directed Groups, Student Motivation, *Summer Workshops, Video Tape Recordings, Writing Exercises

Fifty disadvantaged urban boys ranging from ages 11 to 16 participated in a 6-week summer writing workshop patterned on the ideas of James Moffett, Donald Murray, and John Dixon. The students were divided into groups of five, were trained in methods of group discussion (aided by video tapes to prepare them for profitable analysis of each others' work), and were given personal journals for daily free writing. Students were then asked to write something for the group, and fruitful discussion ensued on the differences between private and public writing, feel for audience, and choice of language and incidents. Units on memory writing, sensory writing, and dramatic writing were taught to develop ability to utilize detail and skills in observation and close textual analysis. The workshop captured the imagination and enthusiasm of most students (with 45 completing the majority of assignments), although the teachers' initial overemphasis on mechanics and the students' inability to revise created problems. Individual instruction via tape recordings was recommended for teaching proper spelling and punctuation. (MF)

ED 041 008

TE 001 915

LaConte, Christine LaConte, Ronald

Writing in English Primary Schools.

Connecticut Council of Teachers of English.

Pub Date 69

Note—7p.

Journal Cit—Connecticut English Journal; v2 n1 p17-23 F 1969

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Childhood Interests, Composition (Literary), *Composition Skills (Literary), Creative Writing, *Educational Objectives, Elementary Education, English Instruction, Imagination, *Language Arts, *Originality, Student Motivation, Teaching Methods, Verbal Communication

Identifiers—England

Observations of American instructors and students in England, as well as English publications, reveal that English primary teachers treat writing as a way for children to share their personal experiences, and they correspondingly emphasize freedom of expression, fluency, and the retention and development of imaginative responses. Teachers enrich and supplement children's experiences by collecting objects for the students' examination, using various media, fostering classroom projects, or reading imaginative literature aloud. They avoid textbooks and formal lessons, teach mechanics only upon request, and rarely place grades or extensive comments upon the papers. Instead, the children's work is dignified through inclusion in class booklets or wall displays. English children, although they informally master mechanics as well as American students, manifest a more spontaneous eagerness to write than their American counterparts, and they produce numerous works of high quality with style and coherence derived from the integrity of their imaginations and perceptions. (JM)

ED 041 009

24

TE 001 918

Norris, Eleanor L., Ed. Bowes, John E., Ed.

Literature Objectives.

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0771

Pub Date 70

Grant—OEG-0-9-080771-2468(508)

Note—26p.

Available from—National Assessment Office, Rm. 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (Single copies \$1.00; orders of 10 or more, 20% discount)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Adolescents, Adults, Children, *Educational Objectives, English Instruction, Literary Analysis, *Literary Discrimination, *Literature, Reading Comprehension, *Reading Development, Reading Interests, Reading Level, Standards

Literature experts, educators, and a national cross-section of interested laymen were gathered by the National Assessment of Educational Progress to define major objectives in literature instruction, to suggest tasks to sample these objectives and exhibit the achievements, interests, and attitudes of those exposed to literature, and to describe behavior expected of 10, 50, and 90 percent of the age groups in the study. They arrived at objectives (differing for the age levels of 9, 13, and 17, and for adults) which they considered appropriate for a national assessment in literature: (1) Read literature of excellence (implying an acquaintance with a wide variety of literary works and an understanding of the basic metaphors and themes through which man has expressed his values and tensions in Western culture). (2) Become engaged in, find meanings in, and evaluate a work of literature. (3) Develop a continuing, independent intellectual and emotional interest, curiosity, and participation in literature and the literary experience. (Some detailed examples of these goals for the various age groupings are provided, as well as lists of committee participants.) (MF)

ED 041 010

24

TE 001 919

Norris, Eleanor L., Ed. Bowes, John E., Ed.

Reading Objectives.

National Assessment of Educational Progress,

Ann Arbor, Mich.

Bureau No.—BR-8-0771

Pub Date 70

Grant—OEG-0-9-080771-2468(010)

Note—40p.

Available from—National Assessment Office, Rm. 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (Single copies \$1.00; orders of 10 or more, 20% discount)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Educational Objectives, *Language Arts, *Literary Analysis, Literary Discrimination, Logical Thinking, *Reading, Reading Ability, *Reading Comprehension, Reading Development, Reading Interests, Reading Materials, Reading Processes, Reading Skills

After a review of past research in reading education, Science Research Associates arrived at reading objectives which were then reviewed by the National Assessment of Educational Progress staff, educators, and laymen. The six major reading objectives, appropriate for age-groups 9, 13, 17, and young adults, are the abilities to comprehend, analyze, use, reason from, make judgments about, and have attitudes about reading materials. Three categories of reading material were considered in formulating the objectives: literature, academic and expository writing, and utilitarian writing. (Detailed outlines enumerating subobjectives are provided, as well as lists of committee participants who assessed the objectives.) (MF)

ED 041 011

TE 001 920

Sauer, Lois E.

Fourth Grade Children's Knowledge of Grammatical Structure and Its Relation to Reading Comprehension.

Pub Date 68

Note—197p.; Ph.D. Dissertation, The University of Wisconsin

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-992, Microfilm \$3.00, Xerography \$9.00)

Document Not Available from EDRS.

Descriptors—Complexity Level, Elementary School Students, *Grade 4, *Grammar, Language Patterns, *Reading Comprehension, *Sentence Structure

This study attempted (1) to determine the ability of children to translate four basic sentence patterns varied according to three levels of structural complexity (single words, clauses, and phrases filling sentence pattern slots), and (2) to determine whether this knowledge is related to their reading comprehension. A test of grammatical structure was designed using nonsense language sentences of four basic patterns: noun-verb; noun-linking verb-linking verb complement; noun-verb-object; noun-verb-indirect object-direct object or noun-verb-object-complement. The test of grammatical structure and the Paragraph Meaning subtest of the Stanford Reading Test were administered to 153 fourth-grade pupils. The results suggested that (1) the more basic elements a sentence pattern has, the more difficulty children have in identifying each element, relating it to other elements, and synthesizing the total into sentence meaning; (2) the more elements within a single sentence pattern slot, the more difficulty children have in relating these elements to the remainder of the sentence and synthesizing meaning; (3) knowledge of grammatical structure is an important factor in reading comprehension. (Author/LH)

ED 041 012 TE 001 921

Lawson, James Herbert

The Development of a Poetry Test for Grades Eleven and Twelve.

Pub Date 68

Note—174p.; Ed.D. Dissertation, University of Kansas

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-11,271, Microfilm \$3.00, Xerography \$8.00)

Document Not Available from EDRS.

Descriptors—Evaluation Techniques, High School Students, Interpretive Skills, *Literary Analysis, *Literary Discrimination, Literature Appreciation, *Poetry, Structural Analysis, *Student Evaluation, *Test Construction, Test Reliability, Test Validity

To determine whether a test to evaluate high school students' ability to understand and appreciate poetry could be constructed, two equivalent forms of a poetry test for grades 11 and 12 were developed using the recommendations of leading textbook authors, selected course content, anthologies, and literature and poetry tests. Aspects of poetry tested were (1) meaning—the ability to comprehend poetry; (2) structure—the ability to identify the technicalities of verse; and (3) discrimination—the ability to make value judgments about poetry. After trying out 75 sample items, the test was revised and 70 items were administered in two equivalent forms of a four-option multiple choice test to ninety-six 11th- and 12th-grade students in Kansas City, Missouri. Seventy such items were completed by at least 90% of the students, and the reliability and validity coefficients as well as indices of item difficulty and discrimination were within the ranges suggested by various authorities. Although the projected test seems feasible, it needs further testing under standardized conditions outside the Missouri school district. (Author/MF)

ED 041 013 TE 001 923

Lacampagne, Robert Julien

A National Study of Selected Attitudes and Approaches to Writing of Twelfth Grade Students with Superior Writing Performance Versus Those with Average Writing Performance.

Pub Date 68

Note—129p.; Ph.D. Dissertation, University of Illinois

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-10,757, Microfilm \$3.00, Xerography \$6.20)

Document Not Available from EDRS.

Descriptors—*Average Students, *Composition Skills (Literary), English Instruction, *Grade 12, Reading Habits, Reading Interests, *Student Attitudes, *Superior Students, Teaching Methods, Writing

The responses to a 40-item multiple choice questionnaire by a nationally representative group of over 1000 twelfth-grade boys and girls, who had been rated either superior or average in writ-

ing performance, were analyzed to determine the effects of student attitudes and approaches toward composition and to identify the effects of certain teaching practices and student reading habits on writing performance. Findings showed that superior writers had a different writing interest profile, a more conscious and structured approach to writing, and more positive attitudes toward composition than did average writers. There was also some correlation between extensive reading experiences and superior writing, while two additional hypotheses—one asserting that certain classroom practices of teachers to improve student writing were of no value, and the other, linking a more positive attitude toward English classes to superior writers—were not supported. (Author/MF)

ED 041 014 TE 001 925

Wilson, James R.

Responses of College Freshmen to Three Novels.

National Council of Teachers of English, Champaign, Ill.

Report No.—NCTE-RR-7

Pub Date 66

Note—42p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 15904, \$1.00, prepaid)

Document Not Available from EDRS.

Descriptors—*College Freshmen, Content Analysis, Critical Reading, English Instruction, Literary Analysis, Literary Criticism, Literature, *Literature Appreciation, *Novels, Reading Comprehension, *Response Mode, *Student Reaction

Research covering two areas—student responses to literature and the influence of the classroom on these responses—compared students' written responses before and after study of three novels: "The Catcher in the Rye," "The Grapes of Wrath," and "A Farewell to Arms." The subjects were 54 members of two college freshmen English classes who participated in panel and class discussions of the novels and wrote free written responses to each. Seven response types were defined: literary judgment, interpretational, narrational, associational, self-involvement, prescriptive, and miscellaneous. The responses of nine students were chosen for individual analysis on the basis of their being most typical, most atypical, or extreme in the same direction as the typical. Results showed that students' ways of responding to literature were changed both statistically and individually by the study of that literature. Most student responses were categorized as interpretational (65.6%); individual analysis showed that the responses labeled "interpretational" were usually more analytic and objective than the "literary judgment" responses. It was concluded that if the typical student can first become involved in the work and then attempt interpretation with discrimination, a real encounter with literature will take place. (JM)

ED 041 015 TE 001 926

Resource Units and an Individualized Free-Reading Program for English, Grades 8-12.

Virginia State Dept. of Education, Richmond.

Div. of Secondary Education.

Pub Date Feb 70

Note—123p.

Available from—Director of Public Information and Publications, State Board of Education, Richmond, Virginia 23216 (\$0.75)

Document Not Available from EDRS.

Descriptors—Activity Units, *Class Activities, *English Instruction, Individualized Reading, Low Ability Students, *Low Achievers, Reading Programs, Resource Guides, Resource Materials, *Resource Units, *Secondary School Students, Supplementary Reading Materials, Textbooks, Thematic Approach

To improve the basic curriculum in English instruction for low-achieving pupils, this bulletin brings together resource units; a description of an individualized, free-reading program, and bibliographies of materials. The bulk of the publication consists of 26 resource units (e.g., "Animals in Literature," "Faces of War," "Beowulf, an Epic Hero") designed for modification into instructional units; each unit indicates the appropriate grade level, suggests teacher objectives and culminating activities, and provides a bibliography when needed. The individualized-reading program description covers rationale,

requisites for the program, and ways of organizing it. Bibliographies are provided on books for the teacher, basal textbooks, supplementary books and magazines for the students, books for the individualized reading program, films and filmstrips, phonograph records, tape recordings, and reproductions of paintings. (LH)

ED 041 016 TE 001 927

Larson, Rodger Meade, Ellen

Young Filmmakers.

Pub Date 69

Note—190p.

Available from—E. P. Dutton & Co., Inc., 201 Park Avenue South, New York, New York 10003 (Cloth \$5.95)

Document Not Available from EDRS.

Descriptors—Acting, *Audiovisual Communication, Color Presentation, *Film Production, *Films, Film Study, High School Students, Photography, Production Techniques, Sound Effects, Sound Films, Visual Arts

Ways to make a movie and descriptions of the various tasks involved in such cinematic activities are detailed in this book. Specific topics covered are movies made with direct photography and with other methods; visual language; the movie camera; comparisons of 8mm, super 8, and 16mm; film stocks; the camera lens; the light meter; lights; planning a movie; shooting the picture; directing, acting, and relationships between director, cameraman, and cast; screen credits; editing; sound; and screening the finished movie. (LH)

ED 041 017 TE 001 928

Prichard, Nancy S.

Everybody's Literature.

Pub Date Nov 69

Note—9p.; Speech given at the meeting of The Greater Louisville Council of Teachers of English, Louisville, Kentucky, November 12, 1969

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Cultural Enrichment, Cultural Images, *English Curriculum, *Literature Programs, *Negro Literature, Race Influences, *Relevance (Education), *Self Concept

Whether through separate courses, or, preferably, through an integration of the curriculum, Afro-American and other minority literature must become a part of English education if the curriculum is to have "integrity" and "relevance" and if the student is to have a satisfactory self-concept. The curriculum must reflect black contributions to the pluralistic nature of our culture, must provide an awareness of alternative lifestyles open to man, must foster a healthy self-concept for blacks and a more realistic one for whites, and must help promote a rewarding participation in American life. (MF)

ED 041 018 TE 001 929

Prichard, Nancy S.

Controversy in the Classroom: Ethnic Studies Programs.

Pub Date Apr 70

Note—11p.; Speech given at a meeting of the National School Boards Association, San Francisco, April 12, 1970

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Community Attitudes, Community Involvement, *Cultural Pluralism, *Curriculum Enrichment, Educational Resources, *English Education, Ethnic Groups, *Ethnic Studies, Financial Support, Instructional Materials, Minority Groups

The declining interest of the general public in ethnic minority studies and the even more alarming disinterest of educators indicates that all too many Americans have viewed the study of the culture and problems of American blacks, Indians, Mexicans, and Puerto Ricans as a fad. By fighting for stable funds for ethnic studies, by becoming acquainted with the available materials for teaching, and by involving community members as resource people, educators can begin to find answers to urgent minority problems, and create, even in homogeneous communities, an awareness of our pluralistic wealth. (MF)

ED 041 019 TE 001 936

Shroyer, Thomas Gilmore

An Investigation of the Semantics of English Sentences as a Proposed Basis for Language Curriculum Materials.

Pub Date 69

Note—247p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-15,963, Microfilm \$3.20, Xerography \$11.25).

Document Not Available from EDRS.

Descriptors—Case (Grammar), Curriculum Development, Deep Structure, *English, English Curriculum, Grammar, *Language Instruction, Language Research, Lexicology, *Semantics, Sentence Diagramming, *Sentence Structure, Structural Analysis

Assuming that hypothesized concepts of "case" and "semantic deep structure" reveal insights into the irregularities of cognitive semantic structures underlying the English language, this study attempted to probe the semantic structure of English to provide a foundation for language curriculum materials. Using the case grammar of Charles J. Fillmore as a point of departure, the investigation proceeded by developing questions which deal both with the forms and meanings of sentences and their parts, and the possible interrelationships between form and meaning. Other techniques used require the introspective determination of various sentence contexts, both real and linguistic, and a determination of possible environments in which particular lexical items may appear. To record these insights and to make them effective for future investigation and testing leads to the development of defined terms, a systematic representational device, and a method for sentence analysis less dependent on intuition. The final test involving poetry used explicitly only the previously defined terms since the use of the detailed procedures of sentence diagramming and analysis in the task of extensive critical reading must be only implicit. This implicitness illustrates how the reader-critic might analyze imaginative language under real conditions. (Author/JM)

ED 041 020 TE 001 938
Report of the Committee on Afro-American Literature.

Des Moines Public Schools, Iowa.
Pub Date '70]

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—African American Studies, *Bibliographies, *Elementary School Curriculum, *High School Curriculum, Library Material Selection, Literature, Negro Achievement, Negro Attitudes, *Negro Culture, *Negro Literature, Race Relations, Textbook Selection
This annotated list of black literature (48 books)—designated for reading aloud by teachers, for multiple-copy and library purchase, and for class study on the elementary school level—attempts to draw upon the significant contributions of black writers in America. A list of titles only (69) is recommended for classroom study and library purchase in the junior high school. In addition, a unit on black literature for senior high school students is proposed and accompanied by a list of suggested reading materials (100 books). (MF)

ED 041 021 TE 001 939
Brandt, William J.

The Rhetoric of Argumentation.

Pub Date '70

Note—288p.

Available from—Bobbs-Merrill Company, Inc., 4300 W. 62nd St., Indianapolis, Indiana 46268 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Content Reading, Expository Writing, Figurative Language, *Literary Analysis, *Literary Conventions, Literary Discrimination, Logic, *Persuasive Discourse, Prose, Reading Comprehension, *Rhetoric, Technical Writing

This book has been written for those who would improve their reading of prose argumentation through practice in analyzing essays, speeches, and learned articles. Part I, "Structural Rhetoric," sets forth the structural relationship of the parts of an argument. Part II, "Textual Rhetoric," describes alterations in the interior organization of rhetoric—the ways of manipulating language through figures of speech and various logical devices to give an individual point of view. Part III, "Good and Bad Rhetoric," covers some of the common errors in defective argumentation and analyzes in detail a defective essay. "Reportorial Writing." Part IV, discusses the differences between argumentation and the pseudo-argumentative reporting found in many journals and magazines; samples of reportorial writing are

analyzed in detail. A glossary of terms used in argumentative rhetoric is appended. (JM)

ED 041 022 TE 001 940
Twiss, Robert L.

An English Curriculum for the City.

Hartford Public Schools, Conn.

Pub Date 28 Oct 67

Note—20p.; An address to MAT Alumni at Wesleyan University, October 28, 1967

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Classroom Libraries, *Composition Skills (Literary), Cultural Differences, Curriculum Development, Disadvantaged Youth, *English Curriculum, Humanities Instruction, *Language Usage, Literature Programs, Non-standard Dialects, Reading Difficulty, *Reading Skills, Secondary Education, Self Expression, Standard Spoken Usage, Student Attitudes, Student Writing Models, *Underachievers, Urban Environment

A renovation of the English curriculum in Hartford's secondary schools is in progress, focusing on an analysis and synthesis of two elements comprising the legitimate concerns of English—that which deals with language itself (i.e., spelling and grammar), and that which involves language activities (i.e., reading and composition). Geared to slow learners, the objectives of the program are (1) to improve reading skill, and, more important, cultivate the desire to read through classroom libraries and the students' creation of reading materials; (2) to teach standard English "not as a substitute for the student's own language, but as an alternative for him to use when appropriate"; (3) to teach reluctant readers to express themselves freely through the use of aural-oral drills and informal student journals; (4) to teach literature in the last 2 years of high school within the context of a general humanities program whose purpose is to humanize and to transform the student from an observer to an active participant. (MF)

ED 041 023 TE 001 941
Evaluative Criteria: English.

National Study of Secondary School Evaluation, Washington, D.C.

Pub Date 69

Note—16p.; Section 4-6 of "Evaluative Criteria," Fourth Edition, published by National Study of Secondary School Evaluation

Available from—National Study of School Evaluation, 2201 Wilson Blvd., Arlington, Virginia 22201 (\$0.40); Payment must accompany order

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Composition (Literary), *Curriculum Evaluation, Educational Objectives, Educational Philosophy, *English Programs, *Evaluation Criteria, Instructional Materials, Language, Literature, Physical Facilities, Program Design, Reading, *Secondary Education, *Self Evaluation, Speech, Teaching Quality

Criteria for a school's self-evaluation of its English program are provided. A sample statement of guiding principles for English instruction is followed by checklists and evaluation questions for the following areas: organization of the English program; the nature of offerings in language, literature, composition, speech, and reading; physical facilities (including analysis of available audio-visual equipment); direction of learning (information on the instructional staff, instructional activities, instructional materials, and methods of evaluation); outcomes; special characteristics of the English program; and a general evaluation of instruction. Evaluations are made on a scale of excellent, good, fair, poor or missing, and not applicable, with space provided for comments and supplementary data. (MF)

ED 041 024 TE 001 943
Angus, Ruth

Kidaction: Creative Experiences in Language Arts.

Council Bluffs Community School District, Iowa.

Pub Date '69]

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Audiovisual Aids, Choral Speaking, *Composition Skills (Literary), *Creative Activities, Creative Dramatics, Creative Expression, Films, Folklore Books, *Grade 2, *Language Arts, Oral Communication, *Oral Expression, Poetry, Sensory Experience, Writing Skills

This language arts unit for second-graders emphasizes active participation to stimulate the pupils' interest in and ability to communicate imaginatively and effectively in both oral and written forms. Activities in creative drama, choric interpretation, film viewing, storytelling, pantomime, poetry reading, and music listening are recommended to develop in children sensory perception, interpretive and manipulative skills, sensitivity to environment, self-confidence, and creative expression. Included are a bibliography of professional books and periodicals, lists of verse for both teachers and children, and lists of stories and folk tales. (JM)

ED 041 025 TE 001 944
Brogden, J. D.

Developing Communication Skills in Non-Committed Learners.

Pub Date '70

Note—224p.

Available from—Parker Publishing Co., Inc., Village Square Building, West Nyack, New York 10994 (\$6.95)

Document Not Available from EDRS.

Descriptors—Audiolingual Skills, Audio Video Laboratories, Auditory Perception, *Communication Skills, Composition Skills (Literary), Curriculum Development, *English Instruction, *Learning Motivation, Learning Processes, Listening Comprehension, Nongraded System, Perceptual Development, Reading Skills, Secondary Education, Standardized Tests, Student Evaluation, *Teaching Methods, *Underachievers

Designed to identify the major problems of the non-committed high school learner and to suggest specific, practical courses of action for the experienced educator, this book emphasizes the positive approach that everyone can improve if given feedback for his responses. Chapters are concerned with (1) identifying the non-committed learner; (2) the communication skills laboratory approach and steps for developing such a laboratory; (3) using tests as feedback and placement tools; (4) the importance of planning for innovation in goal achievement; (5) techniques effective in developing learning skills; (6) developing an effective sight-oral-silent perception program; (7) the development of composition, discourse, aural, and work processing perception skills, and (8) basic beliefs about the non-committed program. Appendices provide lists of tests, commercial companies that distribute materials useful to the communications instructor, and educational publishers of both hardback and paperback titles. (JM)

ED 041 026 TE 001 946
Mandel, Barrett John

Literature and the English Department.

National Council of Teachers of English, Champaign, Ill.

Pub Date '70

Note—113p.

Available from—National Council of Teachers of English, 508 S. Sixth St., Champaign, Ill. 61820 (Stock No. 03622, \$2.50, prepaid)

Document Not Available from EDRS.

Descriptors—*College Instruction, *English Departments, English Instruction, Experimental Programs, *Literature, Student Interests, *Student Motivation, Teacher Influence, *Teaching Methods

The focus of this book—an appeal for a reevaluation of the literature teacher's pedagogical goals and methods—is twofold: first, the reasons for the enjoyment of reading literature and suggestions for stimulating in students a love of plays, poetry, and novels; and second, new roles for the teacher. Chapter 1 outlines some of the problems facing the literature teacher; Chapter 2 reviews the meaning of literary "education"; Chapter 3 suggests ways of creating potent educational environments for literature teaching; Chapter 4 describes the problems, failures, and achievements of one experimental course; and Chapter 5 recommends some specific departmental reforms. A selected bibliography which represents the basic reading list of a course, Experimental Methods in the Teaching of Literature, is included. (JM)

ED 041 027 TE 001 950
Hess, Karen M. Maxwell, John C.
What to Do about Nonstandard Dialects: A Review of the Literature.

Upper Midwest Regional Educational Lab., Inc.,
Minneapolis, Minn.

Pub Date 15 Dec 69

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—American English, Dialects, *Dialect Studies, English Instruction, Language Handicaps, *Language Instruction, Language Research, Language Standardization, Language Usage, *Literature Reviews, *Nonstandard Dialects, Regional Dialects, Sociolinguistics, Standard Spoken Usage, Teacher Education, *Ten!

As part of the development of a self-teaching program for instructing teachers of English and elementary language arts about dialects, a comprehensive search of the literature on dialects and dialect learning, from 1960 to the present, was made. This paper sets forth some of the major ideas, points of view, and recommendations revealed by the review of the literature. Following a discussion of the responsibility of the schools in recognizing and accepting the varieties of the English language, the results of the review of the literature are reported in seven sections: (1) early research on "correcting" usage "errors," (2) descriptive dialect studies—regional, ethnic, and social, (3) studies of the effects of speaking a nonstandard dialect on learning to read, learning generally, job opportunities, and social status, (4) descriptions of current programs in augmenting dialects, (6) statements about what teachers need to know and do to deal effectively with the language of speakers of nonstandard dialects, and (7) research on teacher preparation and classroom practices involving language. An extensive bibliography and a glossary of terms used in the review are provided. (JM)

ED 041 028

TE 001 958

Donelson, Kenneth L., Ed.

Shoptalk: A Column of Brief Ideas and Sundry

Thoughts about Media and Teaching English.

Arizona English Teachers Association, Tempe.

Pub Date Feb 70

Note—5p.

Journal Cit—Arizona English Bulletin; v12 n2
p74-8 Feb 1970

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Audiovisual Programs, *English Instruction, *Mass Media, Secondary Education, Student Motivation, Teacher Improvement, *Teaching Techniques

Practical advice is provided by Arizona high School English teachers on such areas of media usage as lettering for media projects, hints on movie-making, uses for instamatic cameras and slides, and the use of media for units on propaganda, oral communication, and composition. (MF)

ED 041 029

TE 001 961

Mersand, Joseph

Selection of Adult Books for School-Age Readers.

Pub Date 68

Note—12p.; Reprinted from "Evaluating Books for Children and Young People," Perspectives in Reading, No. 10 (1968), published by the International Reading Association

Available from—Dr. Joseph Mersand, 166-05 Highland Ave., Jamaica, New York 11432 (Free upon receipt of a long self-addressed envelope with first-class postage for each reprint.)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Adolescents, Booklists, Criteria, *Evaluation Criteria, Library Material Selection, Literary Discrimination, *Literature, *Reading Material Selection, Secondary Education, *Student Interests, Student Needs, *Teenagers

Selection of adult books for teen-age readers should be based on three pertinent factors: (1) interests, ideals, and aspirations of adolescents, (2) acquaintance with the best books of the past and present; and (3) availability of adequate funds. Literature on early book lists generally failed to appeal to young readers. Today, many current and varied guidelines for book selection are provided by books and articles as well as by the Bill of Rights of the American Library Association. A limited survey of librarians and teachers indicated that their criteria for book selection included the excellence of writing and the "reality" in the book. Studies of reading interests of teen-agers revealed that young adults are concerned with the individual, with social problems and responsibility, with contemporary

affairs, both national and international, and with the movement into adult life. (A list of book selection references is included.) (JM)

ED 041 030

24

TE 499 851

Pearlman, Amalia

The Development and Testing Instructional Strategy Which Provides for Participation of Art Students in Urban Planning. Final Report.

New York Univ., N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-B-022

Pub Date May 69

Grant—OEG-0-8-08022-3687(010)

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*Art Expression, *City Planning, Creativity, *Experimental Curriculum, Experimental Programs, *Grade 8, Perceptual Development, Problem Solving, Teaching Techniques

An experimental curriculum providing for participation of art students in urban planning was tested in New York City eighth grade classes. An analysis of the conceptual material embodied in the social studies was translated into parallel concepts consistent with art theory and reinforced by contemporary urban design theory. This produced a framework of concepts from which a curriculum unit was developed, embodying tactile and visual classroom activities. "The City as an Act of Will," "The Awareness of Space as Experience," and "Stimulus Movements Systems" were key themes in the unit which received supportive review from the American Institute of Planners and the Architects Institute of America. A re-development problem was given to an experimental group of students and to two control groups, to be performed in the presence of a qualified jury consisting of one professional art educator, one professional planner, and one architect. A consensus of the jurors upheld the hypotheses of the study, which were that the experimental students would be more apt to relate form to function and would tend to defend their proposals from a wider frame of reference and be stronger on rebuttal than the control groups. Further curriculum development and teacher education in this area was recommended. (A demonstration lesson is included.) (Author/MF)

ED 041 031

24

TE 499 852

Lincoln, Harry B.

Development of Computerized Techniques in Music Research with Emphasis on the Thematic Index. Final Report.

State Univ. of New York, Binghamton.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-B-089

Pub Date Jul 69

Grant—OEG-0-8-080089-4581

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Computer Graphics, *Computer Programs, *Data Bases, Data Processing, Electronic Data Processing, *Indexes (Locators), Information Retrieval, Information Storage, *Music, Programming, Research Methodology

This project comprises the second year's work of a 3-year research plan to develop computer programs, necessary data, and procedures for using the computer in a special field of musicology known as thematic indexing, and to explore the use of these techniques in other areas of music. During the second year, the research centered on three areas: (1) continuation of encoding of incipits (opening theme of a piece) of 16th-century materials (This data bank, now containing more than 40,000 themes, serves as testing material for validating programs as well as providing a source of information for other musicologists.) (2) continued development of special programs for information retrieval, pattern matching, and organization of data for publication by direct photo copy of computer output, (3) development of special type faces of music symbols for use on the high speed computer printer. Preliminary tests with the new type were successful. (Appendices include examples of two stages of computer printing of music notation.) See also ED 027 609. (Author/MF)

ED 041 032

24

TE 499 854

Carlsen, James C. And Others

Preconference Educational Research Training Program in Music Education. Final Report.

Music Educational Research Council, Washington, D.C.; Music Educators National Conference, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0117

Pub Date 28 Jan 70

Grant—OEG-0-9-180117-2443(010)

Note—70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—Behavioral Objectives, *Curriculum Development, Curriculum Planning, *Educational Objectives, *Educational Programs, Music, Music Activities, Music Appreciation, *Music Education, Music Teachers, *Research, Research Projects, Training Objectives

The Music Educators National Conference sponsored a 3-day intensive research training program in 1969 to prepare participants for research in curriculum development and evaluation. Major objectives of the program, in which 222 music educators participated, were to train each participant to be able to (1) write an educationally useful statement of each of the significant kinds of musical behaviors which might be cultivated through education; (2) identify the component parts of a musical behavior required for its operation at a given level of proficiency; and (3) prepare statements of instructional objectives for given levels of competence in specified musical behaviors. Training sessions—lectures supported by overhead transparencies, study of prepared instructional materials, and panel presentations—were preceded and followed by tests which revealed that participants improved in ability to state musical behaviors in selected categories and to identify component parts of musical behaviors. Significant shifts of attitude by participants about the subject matter of the sessions were also revealed. (Seventeen tables concerning the background, abilities, attitudes, evaluations, and recommendations of participants are included.) (Author/JM)

ED 041 033

TE 500 160

Wagoner, Alice And Others

[Reports on English Programs in Iowa Junior Colleges.]

Iowa Council of Teachers of English.

Pub Date 67

Note—19p.; In Iowa English Yearbook, n12 p3-21 Fall 1967

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—College Faculty, *Composition Skills (Literary), Course Content, Course Objectives, Curriculum, Educational Improvement, Educational Strategies, English Instruction, English Literature, *English Programs, *Junior Colleges, *Literature, *Program Descriptions, Student Needs, Teaching Methods, Undergraduate Study

Descriptions of six junior college English programs focus primarily on the teaching of composition skills and literature. Course offerings, textbooks, student evaluation procedures, faculty and student body profiles, and enrollment trends are also discussed. (RL)

ED 041 034

TE 500 161

Scamman, James Pierce, Jr.

English Teachers: Assignment Practices

Iowa Council of Teachers of English.

Pub Date 67

Note—5p.; In Iowa English Yearbook, n12 p27-31 Fall 1967

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Administrator Responsibility, Curriculum, Educational Certificates, Educational Improvement, Educational Practice, English, English Curriculum, English Education, English Instruction, *English Programs, Junior High Schools, Language Arts, *Public Schools, Senior High Schools, Teacher Background, Teacher Certification, *Teacher Qualifications, *Teaching Assignment, Teaching Load

The problem of finding adequately prepared teachers in public schools is determined to be directly related to school size and grade level in this study. Tables illustrating this principle are derived from a state-wide survey of lowan junior and senior high schools concerning teaching assignments in the communicative arts during the first semester of the 1964-1965 school year. Administrators are urged to reevaluate the implications of arbitrary teaching assignments and the importance of teacher qualifications. (RL)

ED 041 035

TE 500 162

McLeod, Jane R.

Evaluation Techniques for Improving Composition.

Iowa Council of Teachers of English.

Pub Date 67

Note—2p.; In Iowa English Yearbook, n12 p32-33 Fall 1967

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—College Freshmen, *College Students, *Composition (Literary), Educational Improvement, English Education, *English Instruction, English Programs, Evaluation, Evaluation Techniques, *Methods, Performance Criteria, *Student Evaluation

A three-step approach in the evaluation of students' compositions in college freshman English courses is described in this article. The student, after identifying his errors and determining possible corrections, submits an abbreviated version of the text with corrections for final review by the instructor. It is felt that with a more refined evaluation technique, the teaching of composition would become more effective. (RL)

ED 041 036

TE 500 619

A Student-Centered English Curriculum.

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*College Faculty, *Colleges, Course Objectives, *Course Organization, Curriculum, Educational Strategies, Educational Trends, *English Curriculum, English Instruction, English Literature, English Programs, Interdisciplinary Approach, Language Programs, Literature, Professors, *Student Needs, Teachers, Teacher Selection, Teaching Methods, Teaching Procedures

In a period of expanding enrollments and shrinking budgets, this article criticizes the curriculum design of college English programs and current teaching practices. The author feels that fragmentation of the curriculum into highly specialized areas of study has prevented the development of new courses in interdisciplinary studies, film criticism, modern letters, and rhetoric and stylistics. Resultant practices in teaching and teacher recruitment are examined with alternative solutions offered to the interrelated problems involved in teaching and curriculum design. (RL)

ED 041 037

TM 000 001

Collet, LeVerne S.

Elimination vs. Best Answer Response Modes for M-C Tests.

Pub Date Mar 70

Note—21p.; Paper presented at joint annual meetings of American Educational Research Association and National Council on Measurement in Education, Minneapolis, Minnesota, March 2-6, 1970

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Multiple Choice Tests, *Scoring, *Test Reliability, *Test Validity

A critical review of systems of scoring multiple choice tests is presented and the superiority of a system based upon elimination method over one based upon the best answer mode is hypothesized. This is discussed in terms of the capacity of the mode to reveal the relationships among decoy options and the effects of partial information, misinformation and guessing. Tests were administered to two groups of subjects and scored according to each of the three treatment modes, classical, weighted choice, and elimination. In addition, subjects were asked to indicate their confidence in the correctness of each answer. Thus, treatment, confidence, and knowledge scores were computed for each subject and a Gulliksen-Wilks regression test was performed on the data to compare the validity and reliability of the three scoring modes. The results generally support the hypothesized superiority of the elimination scores. Elimination produced higher validities and reliabilities and less guessing than either of the other two treatments. Although the design did not permit a definitive comparison of elimination and confidence scores, there was some evidence that elimination scores were at least as valid as confidence scores. (Author/PR)

ED 041 038

TM 000 002

Garvin, Alfred D.

The Applicability of Criterion-Referenced Measurement by Content Area and Level.

Pub Date Mar 70

Note—8p.; From symposium "Criterion-Referenced Measurement: Emerging Issues" (Joint annual meetings of the American Educational Research Association and National Council on Measurement in Education, Minneapolis, Minn., March, 1970)

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Criterion Referenced Tests, Evaluation, *Evaluation Methods, Measurement, *Measurement Techniques, *Norm Referenced Tests, Symposia, *Testing, Test Selection

In choosing between criterion-referenced and norm-referenced measurement strategy we should consider the nature of the decisions to be based on the resulting scores. If the decision involves selecting some fixed quota from the high (or low) end of an available competence continuum, then norm-referenced measurement is indicated. If, however, the decision involves certifying the attainment of some "a priori" standard of competence whether in some practitioner field or in some tool-skill academic field, then criterion-referenced measurement is indicated. In short, the choice between these two strategies should reflect the relative importance of quotas and standards in these decisions. It is suggested that the relative applicability of these strategies varies across content areas from the Humanities (norm-referenced) to the applied physical science professions (criterion-referenced). (Author)

ED 041 039

TM 000 004

Hodgson, Thomas F.

Norms, Factor Structure and Institutional Policy on the General Examinations.

Pub Date Mar 70

Note—10p.; Paper presented at the joint annual meeting of the American Educational Research Association and the National Council on Measurement in Education, Minneapolis, Minnesota, March 1970

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Advanced Placement, *College Placement, *College Students, Curriculum Development, *Curriculum Evaluation, Curriculum Research, *Equivalency Tests, Standardized Tests, State Colleges, State Universities, Student Testing, Test Interpretation

Identifiers—CLEP, College Level Examination Program, University of Washington

The University of Washington (UW) investigated the use of three general examinations of the College Level Examination Program (CLEP) to increase flexibility in curricular arrangements, to assess the impact of curriculum upon student learning, and to formulate upper-division matriculation standards. Tests were administered to a sample of 333 student volunteers in order to establish a local norm relevant to UW. Analysis of the test results revealed a moderate to insignificant relationship between scores on a CLEP exam and the amount of course work in the related field. UW performance was higher than the national norm. CLEP performance was related positively to college grades and reflected the application of traditional scholastic abilities. Analysis also inferred correlation between performance on a CLEP exam and experience in the related curriculum. CLEP Humanities and Social Sciences-History are almost totally described by a verbal component, whereas CLEP Natural Sciences shows significant loadings on problem solving, verbal, and quantitative factors in that order. UW will grant up to one year's credit for successful performance of the general exams. A common statewide policy is being considered. (PR)

ED 041 040

TM 000 005

Beggs, Donald L. Mayer, G. Roy

Interpreting Intelligence Test Results to Elementary Teachers.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date Mar 70

Note—30p.; Paper presented at the 1970 Convention of the American Personnel & Guidance Association, March 22-26

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Achievement, Counseling, Elementary School Counseling, *Elementary School Teachers, Group Intelligence Testing, *Intelligence Quotient, Primary Education, *Teacher Attitudes, Teacher Behavior, Testing, *Test Interpretation

Identifiers—Flanagan Tests of General Ability, Metropolitan Achievement Test (Primary II)

The purpose of this study was to investigate the effects of intelligence test results communicated to teachers in various ways by elementary school counselors on (a) teachers' perceptions, and (b) subsequent student achievement and IQ scores. Teacher awareness of student IQ appeared not to influence, to a statistically significant degree, her ratings of students overall achievement relative to one another. It did, however, appear to influence (p .05) the IQ scores she assigned to her students. When the score reported to the teacher was considerably discrepant (10 points or more) from that which she estimated for the student, a second estimate of the child's IQ score appeared to change considerably. The manner in which IQ test results were communicated to teachers appeared to have no significant influence on their estimates of students' scores. However, it did appear to influence their estimates of the students' overall achievement relative to one another. The results indicate that the procedure of changing teacher expectancy must be thoroughly investigated. (Author/GS)

ED 041 041

TM 000 006

Karl, Marion C.

An Example of Process Evaluation.

Allegheny County Schools, Pittsburgh, Pa.

Pub Date Mar 70

Note—12p.; Paper presented at the joint annual meeting of the American Educational Research Association and the National Council on Measurement in Education, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Action Research, Concept Formation, Critical Thinking, Cultural Awareness, Cultural Interrelationships, *Curriculum Evaluation, Evaluation, Experimental Programs, Library Skills, *Program Evaluation, Program Improvement, Social Studies, Student Evaluation

Identifiers—Allegheny County Pennsylvania Schools, *Intercultural Understanding Project, Watson Glaser Test of Critical Thinking

The inappropriateness of standard experimental research design, which can stifle innovations, is discussed in connection with the problems of designing practical techniques for evaluating a Title III curriculum development project. The project, involving 12 school districts and 2,500 students, teaches concept understanding, critical thinking, and research skills through the medium of a world cultures course. Practical evaluation techniques, which rely heavily on subjective assessments by the project staff, teachers, school administrators, and students, were developed. Although in many instances it was necessary to modify standard research procedures, nonetheless product, process, and student evaluations are made and areas of needed revisions are revealed while the project is actually proceeding. The project objectives and survey forms are included. (Author/ES)

ED 041 042

TM 000 007

Steele, Joe Milan

Assessing Intent and Practice in Instruction.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Pub Date Mar 70

Note—30p.; Paper presented at the 54th annual meeting of the American Educational Research Association and the National Council on Measurement in Education, Minneapolis, Minnesota, March 2-6, 1970

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Cognitive Objectives, *Course Evaluation, *Evaluation Techniques, *Instruction, *Program Evaluation, Teacher Behavior, Teaching Styles

Identifiers—CARS, CCP, Cognitive Activities Rating Scale, *Cognitive Congruence Procedure, Illinois Gifted Program Evaluation, Taxonomy of Intellectual Abilities

An evaluation procedure, Cognitive Congruence Procedure (CCP), is described which systematically looks at the cognitive dimension of instruction and provides information on: (1) Congruence of intent and practice, (2) Emphasis given to each kind of thinking operation, (3) The degree to which a program has been implemented, (4) Judging equivalence of course selections and comparing different courses. Several indices are collected: (1) The instructor's objectives and test questions, classified using the Taxonomy of Intellectual Abilities, an adaptation of Bloom's Taxonomy. This provides one index of

intended and actual cognitive emphasis of the course. (2) The Cognitive Activities Rating Scale (CARS), also based on Bloom's Taxonomy, lists class activities calling for each kind of thinking operation. The teacher responds to CARS in terms of "Ideal" class activities. Students respond in terms of the most characteristic course activities. Comparison reveals the congruence of intent and practice. Studies support the accuracy, validity, and reliability of each step in the procedure. A teacher can use the CCP in modifying practices, expectations, and his perception of the instructional process. It should not, however, be used to evaluate teachers since many other teaching dimensions not contained in the CCP are needed for this purpose. CCP, first used with college classes, has been modified for grades six and above in the Illinois Gifted Program Evaluation. (AUTHOR/GS)

ED 041 043 24 TM 000 008

Jones, Margaret Hubbard

The Unintentional Memory Load in Tests for Young Children.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Research and Development Centers Branch, DEL.

Report No.—CSE-57

Bureau No.—BR-6-1646

Pub Date May 70

Contract—OEC-4-6-06146-1909

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Comprehension, Diagnostic Tests, *Learning Processes, Listening Comprehension, *Memory, *Primary Education, Reading Comprehension, Retention, *Standardized Tests, Test Construction, Tests, Test Validity

The validity of certain standardized tests may be affected by the short-term memory load therein and its relation to a child's short-term memory capacity. Factors of testing which increase a test's memory load and consequently interfere with comprehension are discussed. It is hypothesized that a test which strains the short-term memory capacity of a child is functioning as an unintended screen to eliminate subjects with inferior memory capacities and does not adequately measure the intended ability. A number of tests randomly selected are examined in terms of three ways in which memory capacities can be overloaded in a test. In conclusion, since there does not appear to be a high correlation between memory skills and the other skills involved in the learning processes, it is recommended that memory skills be measured as such and that the other skills be assessed independently of the memory screen. A listing of tests is included. (PR)

ED 041 044 24 TM 000 010

Patalino, Marianne

Rationale and Use of Content-Relevant Achievement Tests for the Evaluation of Instructional Programs.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Research and Development Centers Branch, DEL.

Report No.—CSE-56

Bureau No.—BR-6-1646

Pub Date May 70

Contract—OEC-4-6-06146-1909

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Achievement Tests, *Compensatory Education Programs, Course Evaluation, *Diagnostic Tests, *Disadvantaged Youth, Experimental Teaching, *Instructional Programs, Junior High School Students, Mathematics, Program Evaluation, Test Construction

Identifiers—LAMMP, *Los Angeles Model Mathematics Project

Problems in current course evaluation methods are discussed and an alternative method is described for the construction, analysis, and interpretation of a test to evaluate instructional programs. The method presented represents a different approach to the traditional overreliance on standardized achievement tests and the total scores they provide. This method led to a content-relevant, change-sensitive test which was applied to the evaluation of the Los Angeles Model Mathematics Project (LAMMP), a compensatory program for disadvantaged junior high school students achieving one or more years below grade

level in mathematics. Pretest and posttest results are analyzed at the item level and interpreted in terms of specific classroom activities. This type of approach may contribute to the effectiveness of course evaluation and provide currently needed alternatives to present practices in course evaluation. Two forms of the LAMMP Diagnostic Test and a bibliography are included. (RF)

ED 041 045 24 TM 000 011

Wick, John W.

The Initial Development of a Technique for Deriving Additional Information from Test Performance. Final Report.

Northwestern Univ., Evanston, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-E-087

Pub Date 31 Aug 69

Grant—OEG-0-8-080087-3716

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Cluster Grouping, *Evaluation Techniques, Measurement Techniques, *Profile Evaluation, *Psychometrics, Statistical Analysis, *Testing

Identifiers—Similar Response Analysis (SRA)

A pattern-analytical technique, Similar Response Analysis (SRA), was developed, validated with contrived data, verified using previously reported data based on other pattern-analytical methods, and used successfully with "real" data. This technique orders subjects on the basis of the similarity of responses of adjacent individuals, not on the basis of the number of times each individual marks the answer keyed as "correct." The technique is offered as an alternative method for ordering a list of students on the basis of test scores. SRA is based on the theory of minimum inversions; i.e., if the number of matched responses decreases as subjects are further removed from one another in the list, no inversions will occur. However, when subjects A and B, adjacent to one another in the list, have fewer matched responses than A and C who are not adjacent, then an inversion occurs. The technique is designed to order the subjects so that only a minimum number of inversions can occur. The theory upon which SRA is based is discussed and a computer program for the technique is presented. (Author/ES)

ED 041 046 24 TM 000 012

Davis, Gary A.

Problems in Assessing the Effectiveness of Creative Thinking.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0216-01-03

Pub Date Mar 70

Contract—OEC-5-10-154

Note—6p.; From symposium "Assessing Creativity: Progress in Both Directions" (Joint annual meeting of the American Education Research Association and National Council on Measurement in Education, Minneapolis, March, 1970)

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Attitudes, *Creative Thinking, *Creativity, Disadvantaged Youth, *Experimental Programs, Inner City, *Low Ability Students, *Measurement Techniques, Symposia, Testing

A workbook designed to teach creative attitudes and idea-producing techniques, previously used successfully with middle-class students, was field tested with 6th and 8th grade inner city students divided into training and control groups. Results were evaluated by an attitude survey and three subtests from the Torrance Battery. The results were partly negative or ambiguous and it was impossible to draw conclusions about the effectiveness of the workbook in this situation. However, 75% of the students in the training group felt that they had benefited from the course and this was endorsed by a majority of their teachers. The training materials, the low abilities of the students in the classes chosen, the teacher's handling of the materials and class (due to inadequate pretraining), insensitivity of the tests, and oversensitivity of the survey, are all factors that may have affected the results, thus making the apportionment of blame impossible. (GS)

ED 041 047

Follman, John and Others

Discriminant Analysis of Scholastic Aptitude and Critical Thinking Tests and Levels of "Disadvantage."

Pub Date Mar 70

Note—9p.; Paper presented at the joint annual meeting of the American Educational Research Association and the National Council on Measurement in Education, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Academic Aptitude, *Critical Thinking, *Disadvantaged Youth, Discriminant Analysis, *Evaluation Techniques, *Thought Processes

Differences among school children are typically measured by achievement, aptitude and/or intelligence tests. This study investigates the use of critical thinking tests to differentiate between schools of varying racial, economic, and "disadvantage" factors; the latter being determined by Title I ESEA qualifications and U. S. Office of Education racial mix data. The Watson-Glaser Critical Thinking Appraisal Form ZM and the Cornell Critical Thinking Test Form X were administered to ninth grade students in twelve schools: Four Negro (N=249), four integrated (N=283) and four white (N=279). Discriminant function analysis of the subtest scores revealed significant differences between the three groups. Analysis of variance also yielded a significant contrast among group means. The results suggest that critical thinking tests, like achievement tests, are useful for determination of educational strengths and weaknesses. (Author/PR)

ED 041 048

Lewis, Leslie

Evaluation: A Relationship of Knowledge, Skills and Values.

Pub Date Mar 70

Note—9p.; From symposium "An Interdisciplinary Look at Evaluation" (Joint annual meeting of the American Educational Research Association and National Council on Measurement in Education, Minneapolis, March, 1970)

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Curriculum Evaluation, Educational Change, *Evaluation, *Evaluation Criteria, Evaluation Techniques, *Goal Orientation, *Personal Values

Some of the major principles of the evaluation process are analyzed to provide a better understanding of the basic requirements for any type of evaluation in educational programs in schools. Of major concern is the role of a given value system in the establishment of goals and in the subsequent assessment of their attainment. Through an awareness of these value systems, the individuals involved in the educational process can form a productive coalition. A common value standard permits the individual to draw a more meaningful relationship between goals and strategies for change, and the information generated becomes part of the evaluative process. (PR)

ED 041 049

Draper, John F. Porter, Andrew C.

A Test for a Neglected Source of Variation: The Individual Difference by Repeated Measures Interaction.

Michigan State Univ., East Lansing. Coll. of Education.

Report No.—Occas-Pap-7

Pub Date Feb 70

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Analysis of Variance, *Research Design, *Statistical Analysis, *Statistics

Identifiers—*Repeated Measures Designs

The repeated measures design is of importance to those interested in doing learning studies concerned with repeated trials on a single type of task, repeated trials on different tasks, or both together crossed with and following different treatments. In doing analysis of variance with such data it is assumed that the data fits an additive model. Since the existence of an unrecognized independent variable may, in some cases, imply a violation of the assumption of additivity, a test for non-additivity is needed. Such a test is illustrated. (DG)

ED 041 050

Halasa, Ofelia

A Search for Alternatives to Random Assignment to Treatment Groups.

TM 000 015

TM 000 017

TM 000 012

TM 000 018

TM 000 020

Pub Date Mar 70

Note—9p.; From symposium "Methodological Considerations for Evaluative Research in a Big-City School System" (Annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March, 1970)

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Control Groups, *Curriculum Research, *Disadvantaged Groups, *Educational Research, *Experimental Programs, Kindergarten, Research, *Research Design, *Research Methodology, Symposia

Identifiers—Child Development Project, Elementary and Secondary Education Act Title I, *Project Head Start

In a public school setting administrators are frequently under local pressure to make a new project service available to all eligible children. However, comparable control groups for project evaluation are often absent, and although random assignment to treatment groups remains the most systematic method of providing controls, this is not often possible in the realities of operating a big-city school system. Several experimental designs, including time-series studies, are suggested as a means of overcoming this methodological problem in project evaluation. (DG)

ED 041 051

TM 000 021

National Merit Scholarship Corporation Research Reports: Review of Research.

National Merit Scholarship Corp., Evanston, Ill. Spons Agency—Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

Report No.—RR-1970-Vol-6-No-1

Pub Date 70

Note—20p.

Available from—National Merit Scholarship Corporation, 990 Grove Street, Evanston, Illinois 60201

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Career Choice, *Colleges, Measurement Techniques, Negro Students, *Prediction, *Research, Research Methodology, *Scholarships, *Talented Students, Twins

Identifiers—*National Merit Scholars
This report presents abstracts of studies in progress and of research completed from 1957 through 1969. Included in the former are studies of merit scholars, talented Negro students, and participants in the national talent search. Completed studies are grouped under these major headings: characteristics of able students, progress of scholars, the Merit Program, scholarships and the conservation of talent; prediction of performance, characteristics of colleges, college effects, career choice, twin studies, assessment methods, and research methods. A number of studies are reported under each heading and reprints of many are available. [Not available in hard copy due to marginal legibility of original document.] (DG)

ED 041 052

24

TM 000 023

Jackson, Rex

Developing Criterion-Referenced Tests.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Jun 70

Contract—OEC-0-70-3797 (519)

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Criterion Referenced Tests, Item Analysis, *Measurement Techniques, Norm Referenced Tests, *Test Construction, Test Interpretation, Test Reliability, *Tests, Test Validity

Present definitions of the criterion-referenced test are discussed, insufficiencies noted, and a new definition proposed. Some examples of criterion-referenced tests are examined and used to deduce some general principles for the development of such tests. The utility of item form processes is assessed. It is suggested that the difficulty of objectively defining a test construction process is directly proportional to the complexity of the behavior the test is designed to assess. Problems and doubts with regard to the development of criterion-referenced tests for complex behavior domains are noted. In addition, some empirical methods for dealing with item analysis, test reliability, and test validity difficulties are advanced. (DG)

ED 041 053

TM 000 025

O'Reilly, Robert P.

State Education Department Leadership in Project and Regional Evaluation Systems.

Spons Agency—Massachusetts Univ., Amherst. School of Education.

Pub Date Mar 70

Note—44p.; From Symposium "Designing Instructional Systems with Longitudinal Testing Using Item Sampling Techniques" (Annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March, 1970)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Comparative Testing, Course Evaluation, Culturally Disadvantaged, Diagnostic Tests, Earth Science, Elementary School Mathematics, *Evaluation Techniques, General Science, *Individualized Instruction, *Program Evaluation, Research Projects, Slow Learners, Speech Handicapped, Speech Improvement, *Student Evaluation, Test Construction, *Testing

Identifiers—*Comprehensive Achievement Monitoring (CAM), New York State Education Department, Pupil Evaluation Program (PEP)

The New York State Education Department's state-wide testing program using the Pupil Evaluation Program (PEP) is shown to be generally inadequate for judging program or school effectiveness, or for making decisions which would allow improvements in program effectiveness. The Comprehensive Achievement Monitoring (CAM) system can, however, be adapted to meet the information needs at different levels. Several experimental programs in which CAM models have been developed and implemented are described. Included are the use of CAM in research and development, demonstration projects in which CAM is utilized for course revision in convention classroom instruction, CAM combinations with other evaluative techniques for the purpose of evaluation of the work of individual students, and the use of CAM and small computers to evaluate student progress and assign students to instructional treatments. Finally, the support activities of the State Education Department to local school districts in the areas of program evaluation and management of the instructional process are outlined. (DG)

ED 041 054

TM 000 026

Allen, Dwight W.

Stimulating Change in Instructional Systems Through New Evaluation Techniques.

Spons Agency—Massachusetts Univ., Amherst. School of Education.

Pub Date Mar 70

Note—5p.; From symposium "Designing Instructional Systems with Longitudinal Testing Using Item Sampling Techniques" (Annual meeting of the American Educational Research Association, Minneapolis, March, 1970)

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Behavioral Objectives, Course Evaluation, *Educational Change, *Evaluation, *Evaluation Techniques, Program Evaluation, Symposia, *Teacher Motivation

Identifiers—*Comprehensive Achievement Monitoring (CAM)

Many new educational alternatives are being introduced and new methods of assessing their validity have become necessary. One of these new methods, Comprehensive Achievement Monitoring (CAM), designed to monitor the effects of educational innovation, may also be used to stimulate change in the classroom. Traditional classroom testing frequently does not detect possible incongruities between the teacher's expectations and the students' performance. CAM methodology, however, provides for gathering information about both pre- and post-instruction achievement together with systematic monitoring during the course, all directly related to course objectives. The teacher is offered several types of information which can be used to identify discrepancies between expected achievement and actual performance and thus provide a motivation to change. Specific definition of expectations, both implicit and explicit, and specific information about performance, as provided by CAM, are essential. Without them the influence on the teacher to change will be slight. (DG)

ED 041 055

UD 010 094

Felsenthal, Norman A.

Racial Identification as a Variable in Mediated Instruction.

Pub Date 5 Mar 70

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association, Minneapolis, Minn., March 5, 1970

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Academic Achievement, Caucasian Students, Culture Conflict, Identification, Junior High School Students, *Learning Characteristics, *Negro Students, Race Relations, Racial Attitudes, Retention, *Student Teacher Relationship, Teacher Influence, Test Results, *Underachievers

The hypothesis of this study was that scholastic achievement of the low achieving student has positive correlations with his ability to identify with his teacher. Two hundred and sixty-five eighth grade students, 40 percent black, viewed and heard one of two versions of a tape-slide presentation, one with a black narrator teacher and one with a white narrator teacher. The black teacher spoke in a Negro dialect, and the white teacher spoke in a standard or general American dialect. Three tests were administered to measure: (1) concept acceptance, persuasiveness, and source credibility; (2) retention of information; and, (3) racial identity (unrelated to content of presentation). Statistical data were inconclusive. Although black and white students clearly identified with their respective racial groups, the difference in reference groups have no significant effect on interaction between race of subjects and perceived race of narrator when retention, attitude toward content of narration, or source credibility were the criteria. [Not available in hard copy due to marginal legibility of original document.] (KG)

ED 041 056

UD 010 213

Laing, James M., Comp.

Alternative Methods, Practices, and Concepts for School Desegregation: A Review of the Literature and Annotated Bibliography.

Contra Costa County Dept. of Education, Pleasant Hill, Calif.

Pub Date 69

Note—134p.

EDRS Price MF-\$0.75 HC-\$6.80

Descriptors—Bus Transportation, Community Schools, Decentralization, Educational Complexes, Educational Parks, *Educational Planning, *Educational Strategies, Free Choice Transfer Programs, Grade Organization, Integration Litigation, *Integration Methods, Open Enrollment, *School Integration, *Urban Education

Identifiers—Atlanta Plan, Princeton Plan

This report begins with summaries of the ten popular desegregation plan strategies implemented after the 1954 Supreme Court decision. These strategies encompass the following: neighborhood schools, educational parks, voluntary transfer, gerrymandering attendance zones, closing minority schools, pupil assignment, organization by grades (Princeton Plan), site selection, supplementary centers, and magnet schools. Practices felt to have current relevance are discussed and include case studies on new ideas in urban education for tackling the areas of urban sprawl, community resources and involvement, air rights, educational parks, the "House" Plan, the magnet school, closure of certain schools, school desegregation by pairing, the central school concept, open enrollment, and freedom of choice. The "audiobus" innovation to bussing, decentralization (including a criticism of the Bundy plan), the law and school desegregation, and criteria for evaluating alternative plans for school desegregation are also presented. Appended are an annotated bibliography, and author and subject indexes. (KG)

ED 041 057

UD 010 244

Miller, LaMar P. Sommerfeld, Donald A.

The Black and White of Educational Research.

Pub Date Mar 70

Note—13p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association, Minneapolis, Minn., March 1970

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Analysis of Variance, Caucasian Students, Cluster Grouping, Disadvantaged Youth, Educational Diagnosis, *Educational Research, *Intelligence Differences, Intelligence Tests, Negro Students, Psychological Testing, *Racial Differences, *Research Methodology, Research Problems, Research Utilization, *Statistical Analysis

This paper focuses on the use of the variable race in educational research. Researchers are clearly considered to have the right to choose their variables. But, the use of race in a nonscholarly fashion is held to be professionally inadequate and often detrimental to black Americans. For years, researchers using race to make comparison between black and white Americans have reportedly based their findings on differences in group means, implying that racial groups are quite different. The example presented in this study uses data on the employment status, arithmetic grade level, and various measures of intelligence (the latter two presented as pre- and post-training measures) collected at the Muskegon Area Skill Training Center. It is contended that one methodology (comparison of differences between means) demonstrated that a group of white youth and a group of black youth were quite different, while a second methodology (cluster analysis) using the same data on the same youth groups showed that the white group and the black group were quite similar. Following these results, the obligations and responsibilities of researchers are considered to have added significance, especially in view of the current trend toward a divided America. (RJ)

ED 041 058 UD 010 260

Archibald, Charles W., Jr.

The Mainstream—Where Indians Drown.

Pub Date 26 Mar 70

Note—15p.; Paper presented at the 47th Annual Meeting of the American Orthopsychiatric Association, San Francisco, Calif., March 23-26, 1970

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*American Indian Culture, *American Indians, Cultural Background, *Cultural Differences, Cultural Education, Cultural Exchange, Culture Conflict, *Economic Development, Ethical Values, Folk Schools, Living Standards, Social Action, Social Change, Social Values, *Values

A proposed solution to "the Indian problem" of economic dependence and psychological crippling, in comparison with the tragedy of the white man's well meaning "common sense" approach to "Get them into the Mainstream", is geared to the Indian's traditional orientation. The 18-year history of the Bureau of Indian Affairs relocation program will be used to illustrate the shortcomings of urban life for a people born to a oneness of man and nature, valuing sharing of their goods rather than accumulating, feeling a sense of being rather than competing to be, valuing the warmth of richness of the human relationships of the extended family, valuing the wisdom of the aged, and quietly carrying a dignity in the face of harsh conditions; permitting them to survive, adapt, and change in the hope that government and private supporters will understand the appropriateness of their efforts to reach economic independence in their home areas. The cultural contribution that the Indians can make to the white man if they are permitted to protect their values from being dissolved in complex urban life is considerable. (Author/JM)

ED 041 059 UD 010 261

Jensen, Arthur R.

Can We and Should We Study Race Difference?

Pub Date 70

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Academic Achievement, *Biological Influences, *Cognitive Development, Compensatory Education, Disadvantaged Youth, Individual Differences, *Intelligence Differences, Negro Achievement, Prenatal Influences, Psychological Studies, *Racial Characteristics, *Racial Differences, Racial Factors, Social Differences

We need to find out the extent to which individual differences, social class differences and race differences in rates of cognitive development, and differential patterns of relative strength and weakness are attributable to genetically conditioned biological growth factors. The answers to

this question might imply differences in our approach to improving the education of all children, particularly those we call the disadvantaged, for many of whom school is now a frustrating and unrewarding experience. Dealing with children as individuals is not the greatest problem. It is in our concern about the fact that, when we do so, we have a differentiated educational program, and children of different socially identifiable groups may not be proportionately represented in different programs. Many environmentally caused differences can be minimized or eliminated, given the resources and the will of society. The differences that remain are a challenge for public education. It is the responsibility of educators to create a diversity of instructional arrangements best suited to the full range of educational differences. (Author/JM)

ED 041 060 UD 010 262

Mogulof, Melvin B.

Advocates for Themselves: Citizen Participation in Federally Supported Community Decision/Program Organizations. Working Paper.

Urban Inst., Washington, D.C.

Report No.—UI-138-4

Pub Date Dec 69

Note—25p.; Paper presented at the American Orthopsychiatric Association Convention, San Francisco, Calif., March 1970

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Administrative Policy, Agency Role, Citizen Participation, *Community Control, *Community Programs, Community Role, Disadvantaged Groups, *Federal Aid, Federal Programs, *Integration Effects, Minority Groups, *Policy Formation, Racial Integration, Racial Segregation, Social Integration

The extent of citizen participation is influenced by local community factors, the character of Federal agency policy, and the purposes of Federal legislators and administrators. The latter include: decrease of alienation, engagement of the "sick" individual in the healing process, creation of a neighborhood power force able to influence the distribution of resources, and development of a constituency for a particular program which will agree with its intentions. Various suggested intensities of participation include: employment-information, dialogue-advice giving, shared authority, and control. The acceptance of citizen participation as a goal may facilitate discussion of the options for participation, while experimentally trying to learn which of the currently exercised options best achieve certain kinds of goals. Federal policy may be contributing to separation rather than integration through the allocation of responses to competing community structures. Black communities given control resources do not have the option of using these resources for integration, and may have to "win" them from other communities of poor people. New policies may be needed to provide the individual poor person maximal opportunity apart from any establishment or neighborhood leadership to develop his life opportunities. (JM)

ED 041 061 UD 010 265

Seiler, Joseph

Pretesting Orientation for the Disadvantaged: Experience in Manpower Experimental and Demonstration (E & D) Projects.

Pub Date 25 Mar 70

Note—14p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, La., March 25, 1970

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Disadvantaged Youth, *Employment Programs, *Employment Qualifications, *Job Applicants, Job Application, Job Training, Manpower Development, Out of School Youth, Pretests, *Testing Problems, Unemployed, Vocational Aptitude, *Vocational Counseling, Vocational Education

The restricted experience of disadvantaged persons in taking employment related tests leaves them without test-taking skills. United States Department of Labor manpower experimental and demonstration manpower projects have found several approaches of use in the pretesting preparation of out of school and out of work youth and adults: special coaching on use and value of tests, pretesting in nonthreatening atmospheres, test tutoring and practice, training in test-taking skills, remedial instruction, and advance exposure to the test site. One successful

program showed the value of a comprehensive program whereby, prior to final administration of the job selection test, the job seekers were provided pretesting orientation, temporary (trainee) employment, and job related basic education; also, special training was given to their supervisors on how to work effectively with disadvantaged groups. The appropriate methods for and the scope of pretesting orientation services needed by the disadvantaged will vary depending on the character of the vocational tests and the education and experience of the job applicants. [Not available in hard copy due to marginal legibility of original document.] (Author/JM)

ED 041 062 UD 010 266

Complete INCCA Report: A Bi-lingual Pilot Project for Foreign Speaking Children with Language and Cultural Conflicts to Evaluate Present Teaching Methods and Materials Under a Controlled Educational Situation.

Inner-City Committee for Action, Paterson, N.J. Spons Agency—New Jersey State Dept. of Community Affairs, Trenton.

Pub Date 15 Aug 69

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Behavior Problems, Biculturalism, *Bilingual Education, Bilingual Students, Culture Conflict, *Elementary School Students, English (Second Language), Instructional Materials, Language Handicaps, *Spanish Speaking, Teaching Methods, *Textbook Evaluation

Identifiers—*Inter City Committee For Action, Model Cities, New Jersey, Paterson

The program of this pilot project, run from July 7 to August 15, 1968, included the following: testing participant children before and after the project, in both their native language and English; classifying each child into groups for remedial speech and English as a second language; testing of existing materials available from sources recommended by consultants from Montclair State College, to determine which materials and teaching techniques are most effective for future incorporation into the school system; orientation of the child to the community he now lives in; scheduled prepared visits to civic centers; participation in the regularly scheduled Inter-City Committee for Action Day Camp activities; and, the integration of activities in the Spanish language and culture into the program. Some 240 elementary students from schools with a large Spanish enrollment and located in the Model Cities area were selected according to need for the program's services. The overall program effects are considered most adequately summarized by the program teachers' evaluations: the program was considered highly beneficial. (JM)

ED 041 063 UD 010 267

Wyatt, Gertrud L.

Early Identification of Children with Potential Learning Disabilities. Report of Title VI Project, 1968-1969.

Pub Date Jan 70

Note—10p.; Paper presented at the American Orthopsychiatric Association Meeting, San Francisco, Calif., March 1970

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Ability Identification, Early Childhood Education, *Educational Diagnosis, *Identification, Identification Tests, Learning Disabilities, *Learning Readiness, Preschool Education, *Preschool Evaluation, Special Education, Special Services

Identifiers—*Elementary Secondary Education Act Title VI, ESEA Title VI Projects, Massachusetts, Wellesley Public Schools

Contents of this summary report on the Project of Early Identification of Children with Potential Learning Disabilities, carried out from Fall 1968 through Fall 1969 by the Wellesley Public Schools with a grant from the State Department of Education under Title VI of the Elementary and Secondary Education Act, include the following topics: background and history of the Title VI project, 1968-1969; screening procedures (including questionnaire inquiry on the developmental status of the child using simple observational language) and telephone inquiry; services rendered (including such light services as occasional telephone consultation and home testing and such extended services as home visits, office visits and testing, observations made at the child's nursery school, parent counseling, and referral to

outside agencies); diagnostic testing procedures and extended observation methods; difficulties encountered; merits of the project; and, an outline of the on-going follow-up project. (JM)

ED 041 064 **UD 010 268**
Programs for Disadvantaged Students in Graduate Schools.

Council of Graduate Schools in the U.S., Washington, D.C.; Educational Testing Service, Princeton, N.J.

Pub Date Jan 70

Note—17p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Academic Achievement, *Admission Criteria, Counseling Services, *Disadvantaged Youth, Educational Programs, *Graduate Study, Higher Education, Program Effectiveness, Program Evaluation, *Questionnaires, Remedial Programs, School Surveys, *Student Enrollment, Tuition Grants, Tutoring

The purpose of this study was to obtain information concerning procedures and programs established by graduate schools for disadvantaged students. A questionnaire was sent to each of the 287 member institutions of the Council of Graduate Schools in the United States. Usable replies were received from 248, of which 150 supplied information about programs and procedures for disadvantaged students. The major findings were: (1) common methods of recruitment of students include sending literature to undergraduate schools, visiting campuses, and making personal contacts; (2) substantial numbers of graduate schools waive or liberalize the admissions requirements of previous scholastic records and test scores; (3) special remedial services are offered at many of the graduate schools; (4) the most frequently provided type of financial aid is partial or total tuition remission; (5) most of the special procedures and programs were established in 1967 or later; (6) many graduate schools report ten or fewer disadvantaged students enrolled; and, (7) most of the graduate schools reporting special procedures or programs feel that it is too early to evaluate their effectiveness; others reported that student achievement has been excellent and that the rate of attrition has been low. [Not available in hard copy due to the marginal legibility of the original document.] (RJ)

ED 041 065 **UD 010 280**

Stabler, John R. Johnson, Edward E.

The Measurement of Children's Self-Concepts as Related to Racial Membership.

Pub Date 70

Note—13p.; Paper presented at the Southeastern Psychological Association Convention, Louisville, Ky., 1970

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Caucasian Students, Cognitive Processes, *Elementary School Students, Middle Class, Negro Students, Perception, *Racial Attitudes, *Racial Differences, Racial Discrimination, Racial Recognition, *Self Concept, Self Esteem, Self Evaluation, *Sex Differences

The study involved two stages: first, the evaluation of various stimuli as positive or negative; and second, the determination of whether or not positive stimuli were associated with the color white, and negative stimuli with black. The stimuli were statements related to self perception. From four integrated preschools were randomly selected 15 white males, 15 white females, 15 black males, and 15 black females. All were from middle to upper middle income families, with an average age of five years, nine months. The testing procedure involved first establishing the evaluation of each self statement by having the child point to either a painted smiling or frowning face; and second, broadcasting each statement to the child such that the sound originated with equal intensity from each of two recorder speakers, one painted white and the other black. The basic prediction (that children would "hear" the positive self statements coming from the white box and the negative self statements coming from the black box) was supported by the data, the data for white subjects more clearly supportive than that for black subjects, and more for males than females. (JM)

ED 041 066 **UD 010 281**

Early Childhood and School-Age Intensive Education Program; Evaluation of the ESEA Compensatory Education Program of the San Francisco Unified School District, 1968-1969.

San Francisco Unified School District, 1968-1969. Evaluation Report.

San Francisco Unified School District, Calif.

Pub Date Jan 70

Note—421p.

EDRS Price MF-\$1.75 HC-\$21.15

Descriptors—Bilingual Education, *Compensatory Education Programs, Early Childhood Education, Elementary Education, Guidance Services, Inservice Programs, Private Schools, *Reading Programs, Remedial Reading, Secondary Education, Special Services, Summer Programs, *Teacher Education

Identifiers—California, *Elementary Secondary Education Act Title I, ESEA Title I Programs

The San Francisco Unified School District compensatory education program for the school year 1968-69 offered services to low income students (pre-kindergarten through high school) in both public and non public schools. This evaluation report provides information on the effects of the pre-kindergarten, elementary, secondary, non public school, bilingual, in-service staff training, and summer reading components of the program. Student records, questionnaires, interviews, and standardized tests provided data for evaluation. Performance on standardized tests showed marked improvement for all students involved in the program, now in its third year of operation. Longitudinal studies were employed to assess the progress of pupils in schools with compensatory education programs and to ascertain the cumulative effects of pre-kindergarten participation. Extensive data tables are appended. (KG)

ED 041 067 **UD 010 291**

Eisenthal, Sherman Strauss, Andra

Educational Attitudes and Behavior Problems in Neighborhood Youth Corps (NYC) Enrollees.

Pub Date Apr 70

Note—12p.; Paper presented at the Eastern Psychological Association Meeting, Atlantic City, N.J., April, 1970

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Academic Aspiration, Adjustment Problems, Aggression, Anti Social Behavior, *Behavior Problems, *Disadvantaged Youth, *Educational Attitudes, *High School Students, Occupational Aspiration, School Attitudes, Sex Differences, Socioeconomic Status, Student Adjustment, Student Characteristics

Identifiers—*Neighborhood Youth Corps

The Neighborhood Youth Corps (NYC) strives to assist and guide high school students from deprived socioeconomic backgrounds to better realize their educational and vocational potential. A major object of this study was to learn more about factors relevant to the educational adjustment of NYC enrollees. All the enrollees who attended counseling sessions during a three week period were studied. There were 41 boys and 67 girls, with an average age of 16.5. All subjects (Ss) were enrolled in school between the seventh and twelfth grades except for three Ss who were enrolled in special classes. The modal grade was 10.5. The enrollees were administered a 19-item seven-point rating scale during one of their regular group counseling sessions. The scale indicates educational aspirations, educational barriers, and attitude to school. The NYC counselors rated the behavior of Ss on a 10-item scale measuring behavior problems and attitudes that could be labeled aggressive and antisocial. Nearly all the enrollees were found to aspire to complete high school, although less than half aspire to go to college. Males had more behavioral problems than females. [Not available in hard copy due to marginal legibility of original document.] (JM)

ED 041 068 **UD 010 300**

Staley, John S.

Cross-Cultural Perception of Race.

Pub Date 70

Note—6p.; Paper presented at Rocky Mountain Social Sciences Association Meeting, Colorado Springs, Colo., 1970

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—American Indians, Anglo Americans, *Cross Cultural Studies, Cues, Cultural Differences, *Cultural Factors, Ethnic Groups, Perception, Race Relations, *Racial Attitudes, *Racial Recognition, *Rural Urban Differences, Social Factors, Sociocultural Patterns

Identifiers—Brazil

A study was made of differential perception and definition of race in the distinct cultures of Brazil, the U.S.A., and the North American Indian; and in two subcultural regions: the Inter-mountain West and the Pacific Coast. The data, except for Brazil, were gathered in a university context. The Brazil sample was 118; U.S.A., 136; and, for the North American Indian, 49. One instrument used to measure Interracial Sensitivity was of the projective, Thematic Apperception Test design. The other instrument measured Racial Definition. To prevent sensitizing the subject, the second instrument was always given after the first. There was no measurable difference found in both the perception and definition of race in different cultures and subcultures. Racial sensitivity was found to be not scalable. There were no significant effects associated with urbanization which had been thought to sharpen racial sensitivity and consciousness. This study suggests the emergence of some socially significant new trends in patterns of racial response. [Not available in hard copy due to marginal legibility of original document.] (JM)

ED 041 069 **UD 010 301**

Dispenzieri, Angelo And Others

Characteristics of SEEK Program Students: September 1968 Entering Class.

City Univ. of New York, N.Y. Research and Evaluation Unit for Special Programs.

Pub Date 1 Sep 69

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—College Freshmen, College Programs, Compensatory Education, *Compensatory Education Programs, *Disadvantaged Youth, *Higher Education, High School Graduates, Negro Students, Puerto Ricans, Spanish Speaking, *Student Characteristics, Undergraduate Study

Identifiers—City University Of New York, New York, *Search For Education Elevations And Knowledge, SEEK

A study was made of the characteristics of the 1,169 students from poverty areas in New York City who in September 1968 entered the Search for Education Elevation and Knowledge Program. Of the entrants nearly one-third enrolled at University Center, approximately one-fourth at Brooklyn College, and almost one-fifth at City College. Hunter, Lehman, and Queens Colleges admitted approximately 10 per cent or less; York College admitted three per cent. Sixty per cent were Negroes born in the U.S.A.; more than one-fourth were Puerto Rican; and six per cent were native-born whites. The remaining ten per cent were foreign-born students. More than half of the class were females. However, American- and foreign-born Negroes had a female majority. Puerto Rican entrants were evenly divided and all other groups had more than 60 per cent males. Forty-three per cent had high school academic diplomas and 30 per cent had general diplomas. Of the remainder, 15 per cent had vocational, eight per cent commercial, three per cent equivalency, and one per cent technical diplomas. The entire class had an average high school average of 74. (JM)

ED 041 070 **UD 010 302**

Dispenzieri, Angelo And Others

The College Discovery Program: A Synthesis of Research.

City Univ. of New York, N.Y. Research and Evaluation Unit for Special Programs.

Pub Date 18 Mar 69

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Associate Degrees, College Programs, Community Colleges, *Compensatory Education, *Disadvantaged Youth, Educational Attitudes, *Educationally Disadvantaged, Higher Education, *Junior Colleges, Junior College Students, Minority Groups, Personal Growth

Identifiers—*College Discovery Program, New York

In its initial years of operation the College Discovery Program (CDP) has demonstrated the feasibility of providing higher education at the university level to underprivileged and educationally deprived youths. Minority group enrollment constituted approximately four-fifths of the total population of CDP students, while fewer than one-fifth of the regularly matriculated City University students were from comparable

deprived groups. Of the first two entering classes, 202 CDP students obtained their degrees at community colleges by January, 1968; most of these students (178) eventually went on to senior colleges. Even for students not earning degrees, research data suggests other personal gains result from exposure to college experience; data indicated that the majority of CDP participants were committed to the goal of higher education and had positive attitudes toward college. Many of the students who left the program resumed their education or expected to resume it at a later date. Finally, exposure to the CDP experience increased the possibility that students will transmit positive attitudes toward higher education to their families, to the communities from which they came, and to the general public. (Authors/JM)

ED 041 071

UD 010 305

Feldman, Sandra

Decentralization and the City Schools; Looking Forward, No. 12 in a Series of Occasional Papers.

League for Industrial Democracy, New York, N.Y.

Pub Date [68]

Note—16p.

Available from—League for Industrial Democracy, 112 E. 19th St., New York, N.Y. 10003 (250 per copy for one or more; 200 per copy for 10 or more...)

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Boards of Education, *Community Control, *Decentralization, Educational Opportunities, Educational Quality, *Individual Power, Neighborhood School Policy, Parent Participation, Public School Systems, *School Integration, School Responsibility, *Urban Schools

Identifiers—Bundy Report, Coleman Report, More Effective Schools Program, New York

Although the break-up of the unresponsive school bureaucracy in New York will be a move toward greater accountability, the basic question is: will this raise achievement levels? Its possible advantages include: the increase in both the operating efficiency of the schools and the responsiveness of schools to the lay public; increased student fate control following from increased parent control; and, the release of creative energies following the synthesis of community and school. The possible dangers include the establishment of a number of small, inefficient bureaucracies, and the abandonment of school integration as a paramount goal. The latter may decrease fate control by emphasizing the child's dependence on his social origins for his educational opportunities. An alternative to both the extreme neighborhood schools policy and the complete integration policy which would preserve and enhance educational quality is typified by the More Effective Schools program. Decentralization must proceed, but a strong central agency will always be needed. (JM)

ED 041 072

UD 010 317

Mayes, George W. And Others

The Role of Family Background in the Development of Student Achievement and Motivation at the Individual and School Level.

Office of Education (DHEW), Washington, D.C.

Office of Program Planning and Evaluation.

Report No.—TP-5

Pub Date 28 Oct 69

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Academic Achievement, Correlation, Elementary Grades, Ethnic Groups, *Family Background, Racial Factors, *School Role, Secondary Grades, Social Background, Socioeconomic Status, Statistical Analysis, Student Attitudes, Student Characteristics, *Student Development, *Student Motivation

This paper analyzes the differences in the relative roles that family social background and family process variables play in the development of achievement and motivation at the individual and at the aggregate or school level. The particular data analysis model employed treated the attributes of the school a student attended as if they were his own attributes. Although this allowed correlations to be generated which formed the bases for regression and commonality analyses, it resulted in difficulties in interpreting the amounts of variability found for each source of variation. Although data was collected on grade levels one, three, six, nine, and twelve, the

most reliable results were for ninth graders. There is a pronounced tendency for students of similar social background to go to school together. This tendency is also pronounced for "Achievement," but not for "Motivation." In explaining the behavior of students and schools the same relative roles are played by the social background and family process sets of variables for expectations, attitude toward life, and study habits but not for educational plans and achievement. Differences in these relative roles at the individual and aggregate level may occur because already large relationships between social background and other variables are further accentuated when students are allocated schools on the basis of social background. (Authors/JM)

ED 041 073

UD 010 322

Carpenter, L. P. Rank, Dinah

The Treatment of Minorities: A Survey of Textbooks Used in Missouri High Schools.

Missouri Commission on Human Rights, Jefferson City.

Pub Date Dec 68

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—African American Studies, American History, Civil Rights, Evaluation Criteria, Evaluation Methods, *High School Curriculum, High Schools, *History Textbooks, Negro Culture, *Negro History, Social Studies, Textbook Bias, *Textbook Evaluation, Textbook Standards

Identifiers—*Missouri

Fifty of the most frequently used social studies textbooks in Missouri are evaluated. The focus of the textbook evaluations is the handling of racial minorities, especially the American Negro. Criteria are outlined for adequate textbook coverage of prejudice, discrimination, and minority groups in the areas of American history and government, world history, and geography. It is felt that inadequate and biased attention has been given to immigration, slavery, resistance to slavery, Reconstruction, segregation, black self awareness and protest, the discrepancies between American ideals and discrimination, non-Western cultures, and the phenomenon of race as a biological and cultural variable. The use of supplementary audio visual materials, and teacher self examination of personal attitudes toward race and knowledge of minority groups in America are recommended. Books about racial minorities for teacher reference are listed. [Appendix III, containing copyrighted reprints of newspaper and journal articles, has been deleted from the microfiche and hard copy prints of this document.] (KG)

ED 041 074

UD 010 327

Schneider, Frank W.

Differences Between Negro and White School Children in Conforming Behavior.

Pub Date Apr 70

Note—10p.; Paper presented at the Eastern Psychological Association Meeting, Atlantic City, N.J., April, 1970

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Caucasian Students, Conflict, *Conformity, *Intelligence Differences, *Junior High School Students, Negro Students, *Peer Groups, Race Influences, Race Relations, *Racial Differences, Secondary School Students, Sex Differences, Social Influences, Urban Schools

Identifiers—Florida

This paper reports a study of conformity reactions of white and black children to the unanimous and incorrect judgment of children from either their own or other ethnic groups. Experimental groups comprised four subjects of the same sex and grade level. Groups representing all Negro were used; all variables were completely crossed. The subjects were 48 male and 48 female seventh and eighth graders from an urban junior high school in Florida. Each sex group was half white and half black in number. The procedure gave the subject fifteen opportunities to conform to the unanimous and incorrect judgment by what appeared to be the other three members of his group. The test related to the area of three different geometric figures drawn on each of 25 different cards. The group appeared to label the smallest figure as having the largest area. Preliminary analyses provided some evidence that in this population conformity is

negatively related to intelligence. Additionally, the ethnic group by source of pressure interaction was the only significant source of variance. Whites conformed more to white peers than to black peers, and the whites conformed more to whites than did Negroes to Negroes. [Not available in hard copy due to marginal legibility of original document.] (JM)

ED 041 075

UD 010 330

Yonemura, Margaret

Developing Language Programs for Young Disadvantaged Children. Practical Suggestions for Teaching Series.

Pub Date 69

Note—81p.

Available from—Teachers College Press, New York, N.Y. 10027 (\$2.50)

Document Not Available from EDRS.

Descriptors—American English, *Disadvantaged Youth, Early Childhood Education, *Elementary Grades, *English (Second Language), *Language Development, Language Instruction, *Language Programs, Speech Curriculum, Speech Education, Speech Evaluation, Speech Instruction, Standard Spoken Usage

Identifiers—Abbott House, New York

Essential considerations about non-standard usage and developmental-educational needs of disadvantaged children between the ages of three and five years are discussed along with the ideal roles of teacher, paraprofessional, and parent in developing language programs. Means for designing and outlining a language development program for teaching standardized English usage are described. Practical teaching techniques are discussed and a series of games, exercises, and puppet plays are included which are designed to elicit standard usage forms from the children. Generalizations about a successful language program include: (1) avoidance of focusing on grammatical structure, since this impedes fluency; (2) incorporating child development theory and broader educational-social needs of children into the program; (3) programing children for continued successful experiences; (4) capitalization upon significant repetition, and avoidance of introducing too many new elements at one time; and, (5) leeway for pupil developmental needs and teacher ability. (KG)

ED 041 076

UD 010 331

Desegregating California Schools. California Current Review of Human Resources, Number 3, November 1969.

California League of Women Voters, San Francisco.

Pub Date Nov 69

Note—33p.

Available from—League of Women Voters of California, 126 Post Street, Rm. 512, San Francisco, Calif. 94108 (\$0.50)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Defacto Segregation, Dejure Segregation, Government Role, Integration Litigation, *Integration Methods, *Integration Plans, *School Integration, School Location, *School Segregation, Site Selection, Special Zoning, State Government

Identifiers—*California, California Administrative Code

This bulletin, prepared by the League of Women Voters, attempts to summarize popularly used methods of desegregation and to make specific suggestions for use in the State of California. State responsibilities for desegregation are presented against the background of Federal and State court decisions. The status of racial imbalance in California schools is assessed and illustrated by charts. A conceptual model of the stages of desegregation based on the experiences of communities in California attempts to outline the stages of development and the dynamics of change. The model includes the effects of laws and administrative acts, the national temper of majority and minority groups, the impact of local leadership, and pressures from minority groups. A series of case studies present resolved and unresolved solutions to the complex range of problems inherent in school desegregation. Bussing, attendance zones, unification, and urban sprawl are central issues discussed. [Not available in hard copy due to marginal legibility of original document.] (KG)

ED 041 077

Parker, Glenn M. O'Connor, William
Racism in Schools: A Response Utilizing Laboratory Training.

New Jersey Community Action Training Inst.,
 Trenton.

Spons Agency—Office of Economic Opportunity,
 Washington, D.C.

Pub Date 69

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Bias, Changing Attitudes, Discriminatory Attitudes (Social), *Inservice Teacher Education, Institutes (Training Programs), *Laboratory Training, *Racial Attitudes, Racism, *Sensitivity Training, Suburban Schools, Teacher Education, T Groups, Trainers

Identifiers—Community Action Training Institute,
 *New Jersey

This paper reports a trial program in laboratory training with a focus on racism which was conducted in a suburban school system in the fall of 1968. The voluntary enrollment in-service program was instituted for professional personnel, community residents, and school board members in response to their hesitancy in discussing race relations openly or objectively. The staff was ethnically mixed, with varying degrees of educational background and work experience. They were chosen not only for their training competence but also for their ability to relate to a diverse participant group. The basic learning technique was the T-group. Following the first session, the participants were divided into three groups which remained intact for the full four days. The groups generally included about ten people. Some attempt was made to mix the groups according to race, sex, age, and classification. Two trainers were assigned per group. The basic evaluation instrument was a written reaction form completed by the participants following the training. (JM)

ED 041 078

Sharp, Roland Gallimore, Ronald
Predicting School Problems of the Hawaiian Minority.

Pub Date 70

Note—4p.; Paper presented at the Annual Meeting of the Western Psychological Association; Los Angeles, Calif., 1970

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Academic Failure, Academic Performance, Behavior Problems, *Educational Problems, *Ethnic Distribution, Ethnic Groups, Low Motivation, Population Distribution, *Prediction, Rural Urban Differences, Social Problems, Student Motivation, *Urbanization

Identifiers—*Hawaii

An informal survey of Hawaiian school teachers and administrators revealed a considerable variance among communities in the type of problems mentioned. A model was formulated to specify the characteristics of the communities in the hope of discovering a basis for allocating future program resources. The model consists of two dimensions: density of Hawaiian population (which includes both the number and relative visibility of the Hawaiian population in a given community) and degree of urbanization. Communities characterized by high density-high urbanization are expected to have a severe degree of all problem elements: motivational, academic, and social/behavioral. High density-low urbanization areas are expected to have problems primarily academic and/or motivational. Low density-low urbanization problems will be primarily motivational, while low density-high urbanization problems will be primarily academic only. Research to test the model is proposed. [Not available in hard copy due to marginal legibility of original document.] (JM)

ED 041 079

Dunmore, Charlotte J.
School Bureaucracies and Family Acceptance of Educational Opportunity Programs.

Pub Date 1 Sep 69

Note—14p.; Paper presented at the 64th Annual Meeting of the American Sociological Association, September 1, 1970

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Bus Transportation, *Communication Problems, *Compensatory Education Programs, Decision Making, *Educational Oppor-

UD 010 335

tunities, Educational Sociology, Family Characteristics, *Family School Relationship, Negro Mothers, Parent Participation, *Parent Reaction, Program Planning, Public Relations, Questionnaires, School Community Relationship

Identifiers—Connecticut

This paper attempts to show the dependence of an educational program for the maximum development of city children upon an effective communication system linking school bureaucracies and the families which they supposedly serve. The study is an empirical attempt to discover the nature of the families in a particular black ghetto in Hartford, Connecticut, and ascertain the critical factor in the decision of these families whether to accept a particular educational opportunity for their children, which was provided by a summer bussing program. A structured questionnaire, used to interview mothers in a randomly selected sample of 173 families containing school age children, was administered in the homes of respondents during July and August, 1966. Communication variables rather than social-psychological ones proved to be critical. These are: knowledge of the program; a school as the source of such knowledge; receipt of an application; receipt being from the school; and the involvement in other types of voluntary educational programs. (JM)

ED 041 080

Urban School Crisis: The Problem and Solutions Proposed by the HEW Urban Education Task Force.

Pub Date 5 Jan 70

Note—65p.

Available from—National School Public Relations Association, 1201 16th St., N.W., Washington, D.C. 20036 (Stock No. 411-12756, \$4.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Disadvantaged Youth, *Educational Legislation, Educational Needs, Federal Programs, Financial Needs, *Financial Problems, Program Evaluation, Student Characteristics, *Urban Education, Urban Environment, Urban Population, *Urban Schools, Urban Youth

Identifiers—*Urban Education Task Force

This report, compiled by the Urban Education Task Force (under the Department of Health Education and Welfare), offers both a comprehensive analysis of the crisis in urban education and recommendations for the future. Chapters cover: the financial crisis of the urban schools, urban education as a system, the impoverished urban student, and the problems in evaluating the impact of current Federal compensatory education programs. An Urban Education Act is proposed along with guidelines for curriculum, authority structure, funding process, and an assessment of cost. Short term recommendations to stay the deterioration of the urban schools are suggested. Appended are: the history and organization of the task force, references, and the dissenting views of one of the task force members. [Not available in hard copy due to marginal legibility of original document.] (KG)

ED 041 081

Gilbert, Albin R., Ed. Sessions, Robert Paul, Ed.
Updating Intergroup Education in Public Schools: A Study-Action Manual.

West Virginia Wesleyan Coll. Buckhannon, W. Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 2 Jul 69

Note—178p.; Proceedings of an institute on "Intergroup Aspects of Public School Education in West Virginia", Buckhannon, W. Va., June 22 - July 2, 1969

EDRS Price MF-\$0.75 HC-\$9.00

Descriptors—Attitudes, Community Involvement, Compensatory Education, Disadvantaged Youth, *Educational Change, *Instructional Innovation, *Intergroup Education, Multimedia Instruction, *Public Schools, *School Integration, Teacher Administrator Relationship, Teaching Methods, Team Teaching, Values

Identifiers—West Virginia

This manual contains reprints of speeches and discussions held at a ten-day summer institute in West Virginia on the common problems involved in moving from a segregated to an integrated educational system. Issues discussed were: the

role of the teacher, local leadership and community organizations, educator attitudes and approaches best suited to disadvantaged students, team teaching, teaching methods and media innovations, teacher-administrator relations, in-service training, and action plans for the future. Appended is a list of books, periodicals, films, and other sources addressed to these problems. The purpose of the manual is threefold: in-service training, self study, and for general consultation. (KG)

ED 041 082

Ornstein, Allan C., Ed.
Educating the Disadvantaged: School Year 1968-1969. Volume 1, Part 1; Volume 1, Part 2.

Pub Date 70

Note—745p.

Available from—AMS Press, Inc., New York, N.Y. 10003 (\$10.50)

Document Not Available from EDRS.

Descriptors—Compensatory Education, Disadvantaged Youth, Educational Opportunities, *Equal Education, Motivation, Negro Education, *Negro Students, Organizational Change, Racial Factors, School Organization, Self Esteem, Social Factors, *Student Characteristics, *Urban Environment, *Urban Schools

This yearbook is a compilation of journal and magazine articles with an interdisciplinary approach toward the problem of educating the disadvantaged. The readings are considered as supplementary reference material designed for professors, school administrators, civil rights workers, and other interested investigators who often lack sufficient time to keep up with existing and proliferating literature on the disadvantaged. The organization of the readings is in five parts: "Socio-psychological factors affecting the disadvantaged," focusing on self perceptions, psychological motivation, personality influences, early education, and intelligence measurement; "Perspective for teaching the disadvantaged," including teaching methods and techniques, and discipline improvement; "Race and the nature of the urban setting," pertaining to racialism, riots, poverty, separatism, and the future of the ghetto; "Race and equal educational opportunity," dealing with school desegregation, equal education, bussing problems, compensatory education, and family income levels; and, "Urban school organization and change," relating to community control, educational parks, teacher strikes, private schooling, and a case-study of the Ocean Hill-Brownsville conflict. (RJ)

ED 041 083

Overton, Willis Wagner, Janis
Social Class Differences and Task Variables in the Development of Multiplicative Classification.

Pub Date Apr 70

Note—10p.; Paper presented at the Eastern Psychological Association Convention, Atlantic City, N.J., April 1970

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Age Differences, Caucasian Students, Classification, *Cognitive Development, Cognitive Processes, *Elementary School Students, Logical Thinking, Negro Students, *Preschool Children, *Racial Differences, Sex Differences, Social Class, *Social Differences, Socioeconomic Status

Identifiers—New York

This study investigates the development of multiplicative classification skills in lower class black and middle class white children on tasks which contain either three-dimensional objects or two-dimensional pictorial representations of the same objects. Multiplicative classification refers to the simultaneous classification of objects into two or more categories. A total of 96 subjects were used, 32 from the following age levels: 4:0-4:11 years, 6:0-6:11 years, 8:0-8:11 years, each age group comprising half females and half males. One-half of the subjects (Ss) at each age level were lower class black children; the remainder were middle class white children. A matrix completion task was used. A subject is presented with stimulus objects in the form of a 2x2 matrix with one cell empty. A subject is to choose the object from a choice set that completes the matrix. Two practice matrices and five test matrices were employed. Familiar objects were used. Social class comparisons at each age level for the combined matrix forms indicated no significant difference at either the four-five or six-seven year levels. At the eight-nine year level

lower class Ss performed significantly more poorly. There was a significant age by social class interaction effect. (JM)

ED 041 084

UD 010 369

Obradovic, Sylvia M.

New Strategies in Educational Planning and Research Involving Ethnic Minority Communities.

Pub Date 5 Mar 70

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association, Minneapolis, Minn., March 5, 1970

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Community Attitudes, Community Consultants, Community Control, Community Cooperation, Community Involvement, *Community Role, Community Support, *Educational Planning, *Educational Research, Ethnic Groups, Field Studies, *Minority Groups, *Relevance (Education), Research Design, Research Methodology

The planning of research and other programs in isolation from a concerned community arouses the following concerns in the latter: research on what problems, under whose direction, for whose benefit, and toward what ultimate goal? New models for educational planning and research into which collaboration between the researcher and community at all stages is built must be elaborated. The community advisory committee is one strategy which involves community people in program planning in the role of consultants. The charter strategy requires a majority representation on a committee of groups residing within the community who are the clients and community leadership direction of a multi-disciplinary group of academic and professional experts. Together they intensely study community problems in an open public forum to achieve creative solutions. A third type of strategy involves the coming together of researchers and community people at the initiative of the latter with the intent of working cooperatively using the resources of both groups to accomplish community oriented goals. Professional analytic and grass roots relational thinking are both needed to deal effectively with community problems. [Not available in hard copy due to marginal legibility of original document.] (JM)

ED 041 085

UD 010 370

Pinnie, Anthony F., Ed.

Another "Disadvantaged" Dimension: Educating the Migrant Child. Selected Readings from Project: The Migrant Child.

Cheyney State Coll., Pa.

Pub Date 69

Note—126p.

EDRS Price MF-\$0.50 HC-\$6.40

Descriptors—Community Characteristics, Curriculum Development, *Educational Needs, Family Background, Instructional Materials, *Language Handicaps, *Migrant Child Education, *Migrant Children, Migrant Education, *Migrant Problems, Migrants, Migrant Schools, Migrant Youth, Teaching Methods

Identifiers—Project The Migrant Child

This book is the result of position papers presented at a two-week colloquy dealing with the child of the migratory laborer, and held on the campus of Cheyney State College from June 24 to July 5, 1968. This colloquy was made possible through federal funds provided under the Migratory Amendment, Title I, ESEA. The objective of the conference was to have consultants and participants pool ideas in an effort to improve the education of that student who is the child of the migratory laborer. After the problem areas were defined and the needs of the migrant ascertained, each consultant was requested to prepare a paper relating his area of expertise to one particular aspect of the problems confronting the migratory child. Participating in the colloquy were 13 consultants and 24 educators who were currently teaching migrant children or who had an interest in this particular type of student. Of the 37 papers presented, 22 were selected by the editor as representative of the four areas of concentration: "The problem defined: Educational needs of the child of the migratory laborer"; "The family and community of the migratory laborer"; "Language barriers facing the student who is a migrant"; and, "Suggested curriculum, methods, materials and programs for educating the migratory student." (Author/JM)

ED 041 086

UD 010 371

Herman, Henrietta, Ed.

The American Negro: His History and His Contributions to Our Culture; A Bibliography Prepared for the Elementary Schools As a Part of the ESEA Title III Project.

Yonkers City School District, N.Y.

Pub Date Jun 69

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—African Culture, African History, American History, *Annotated Bibliographies, Booklists, *Elementary Grades, Negro Achievement, Negro Culture, Negroes, *Negro History, *Negro Literature, Negro Organizations, *Negro Role, Reading Materials

The contents of this annotated bibliography, prepared as part of an E.S.E.A. Title III project, are divided into three sections: (1) The role of the Negro in the historical development of the United States; (2) The Negro in family, school, and community life in contemporary America; and, (3) Highlights in African history—past and present. All titles have been verified with "Books in Print" so that either the publisher or a book jobber should be able to supply them. The listings are up-to-date and had a terminal assembly date of June 15, 1969. The materials have been grouped so that their relation to the elementary curriculum is evident. For each book listed the following information is provided: classification number, title, author, publisher, copyright date, number of pages, illustration status, price, annotation, and assessed reading level. (JM)

ED 041 087

UD 010 372

Sullivan, Neil V. Stewart, Evelyn S.

Now is the Time: Integration in the Berkeley Schools.

Pub Date 69

Note—222p.

Available from—Indiana University Press, Bloomington, Ind. (\$5.95)

Document Not Available from EDRS.

Descriptors—American History, *Boards of Education, *Bus Transportation, Counseling, Educational Finance, Emotional Adjustment, Integration Methods, Learning Laboratories, Racial Discrimination, *School Community Cooperation, *School Integration, Teacher Attitudes

Identifiers—*Berkeley, California

This book is about the fight for integration in Berkeley, California. Integration in this community was accomplished by bussing white children from affluent neighborhoods to black ghetto schools and vice versa. Author recounts the struggles with a traditional, status quo school board, community resistance, and prejudice. Anecdotal stories of the problems the children faced and the solutions they found in the new integrated situations are included. Hailed a success, the Berkeley experiment incorporated a rewritten curriculum which emphasizes black history for all students. Help centers have been added to the middle schools and counselors are readily available to assist all students. Learning laboratories, and the smallest pupil to teacher ratio in California are other aspects of this successful program. (KG)

ED 041 088

UD 010 388

Racial and Social Class Isolation in the Schools: Summary Report. A Report to the Board of Regents of the University of the State of New York.

New York State Education Dept., Albany, Div. of Research.

Pub Date Feb 70

Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—*Disadvantaged Youth, *Educational Development, *Educational Disadvantage, Integration Methods, Minority Groups, *Negro Students, Racial Discrimination, *School Segregation, Social Class, Social Discrimination

Identifiers—New York

Cause for alarm and need for remedial action is seen in the substantial and continuing increase in racial isolation in New York State schools. This cleavage which exists in other industrialized Northern states, border states and certain cities in the South is responsible for general social unrest as well as racial riots in the high schools. The findings of this report contend that racial isolation is harmful for the educational development

of affected students. The school is described as a socioeconomic unit which exerts tremendous influence on students. The educational, economic, and social disadvantage of black students, as well as of other minority group students, is exacerbated and compounded by the segregated school setting. Suggestions are presented for enhancing the potentially facilitating effects of desegregation. Methods include arranging a social class balance in the classroom, making selective changes in the new kinds of intergroup activities. [For full report published in December, 1969, see ED 034 090.] (KG)

ED 041 089

UD 010 389

The Antioch New Directions Program. A Report to the Antioch Community and to the Board of Trustees from the Steering Committee to Increase Antioch's Pluralism.

Antioch Coll., Yellow Springs, Ohio.

Pub Date 24 Apr 70

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—*College Students, Counseling Services, Disadvantaged Youth, Economic Disadvantage, Ethnic Studies, Minority Groups, Recruitment, *Research Projects, Scholarships, *School Integration, *Social Change, Student Loan Programs, Tutoring

Identifiers—*Antioch College, Ohio

This document is an intermediate planning report of the Antioch New Directions Program. This program will direct much of the energies and resources of Antioch College, Ohio toward achieving the parallel aims of student pluralism and social change. Described in this report are assessments of methods and tasks to be accomplished for these dual objectives. To insure student pluralism, a minimum of 80 low-income, minority group working class students will be admitted each year, beginning in 1971. A comprehensive program of academic, personal, and financial supportive services and a full-scale academic program centered around the problems of minority and oppressed peoples will be instituted to help these students succeed in college. A number of research activities, focused on the identification and solution of social problems, will be directed in large measure by people from low-income and minority backgrounds, and a major fund raising campaign will be launched to finance this program. (KG)

ED 041 090

UD 010 390

Sensitivity to Interpersonal Relationships: Resource Manual. An In-Service Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues; School Year 1968-69.

Evanston School District 65, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—94p.

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors—*Behavioral Objectives, Curriculum Guides, Elementary School Curriculum, Inservice Education, Instructional Materials, Integration Effects, *Interpersonal Relationship, Junior High School Students, Kindergarten Children, *Racial Integration, Resource Materials, *School Integration, *Sensitivity Training, Summer Institutes, Teacher Education

Identifiers—Evanston, Illinois

This report describes a Summer Integration Institute conducted by the Evanston, Illinois Board of Education to prepare teachers and administrators for school integration. The focus of the 1967 session was understanding factors of quality integrated education, and in 1968 understanding crucial issues in integration. The participants of these sessions developed a series of resource manuals, film shorts, and Unipacs (self-instruction material for the student, K-8) on each of the following topics: "The Negro in American History (ED 036 573)," "Black Power and Its Effect on Racial Interaction (ED 036 568)," "Common Prejudices of Negroes and Whites (ED 036 569)," "Family Background and School Achievement," "Discipline Standards in Integrated Schools (ED 036 570)," "Grouping Children in Integrated Schools (UD 010 391)," "Interpersonal Relations Among Students (ED 036 571)," "Race and Intelligence," "Sensitivity to Interpersonal Relations Among Students (UD 010 390)," and "The Black Self-Concept (ED 036 572)." In

this report, a copy of the "Sensitivity to Interpersonal Relationships" resource manual is included. (RJ)

ED 041 091 UD 010 391
Grouping Children in Integrated Schools: Resource Manual. An In-Service Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues; School Year 1968-69.

Evanston School District 65, Ill.
Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—140p.

EDRS Price MF-\$0.75 HC-\$7.10

Descriptors—Elementary School Students, *Grouping (Instructional Purposes), *Grouping Procedures, Heterogeneous Grouping, *Integrated Curriculum, Integration Effects, Resource Materials, *School Integration
Identifiers—Evanston, Illinois

The product of two summer institutes to prepare teachers and administrators for school integration, this report contains a resource manual on "Grouping Children in Integrated Schools." For the full abstract of the institute proceedings, see UD 010 390. For other resource manuals, see ED 036 568-ED 036 573, and UD 010 390. (RJ)

ED 041 092 UD 010 402

Jensen, Arthur R.
Parent and Teacher Attitudes Toward Integration and Busing. Research Resume, Number 43. California Teachers Association, Burlingame.

Pub Date May 70

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Ability Grouping, Age Differences, *Bus Transportation, Data Analysis, Elementary School Teachers, *Opinions, *Parent Attitudes, Questionnaires, Racial Differences, *Racial Integration, Residential Patterns, Sex Differences, *Teacher Attitudes
Identifiers—Berkeley, California

Questionnaires concerning opinions regarding racial integration, busing, and ability grouping were solicited in Spring, 1968, just prior to total desegregation of the Berkeley schools, from 337 Berkeley, California elementary school teachers and from the parents of over 8,000 elementary school pupils. Analyses of the results indicated that: (1) the vast majority of Berkeley teachers favored integration and busing, and held attitudes favorable to the school administration's official policies in this area; (2) older teachers were less favorably disposed toward busing and integration than younger teachers; (3) the majority of parents favored integration but approved busing less as a means of achieving integrated schools; (4) more females than males favored busing; (5) there were significant racial differences in opinions on busing; (6) a majority of all racial groups favored ability grouping; (7) favorable attitudes toward busing decreased with the number of years residence in Berkeley; (8) homeowners approved of busing less than renters; and, (9) favorableness toward integration and busing was positively related to parents' educational level. Teacher and parent opinion questionnaire forms with respective percent responses according to criteria of race, sex, age group, and length of residence in Berkeley are appended. (RJ)

ED 041 093 UD 010 406

Granville, Robert And Others

"An Investigation of the Differences Between Disadvantaged and Lower Middle Class High School Students on Selected Dimensions of Occupational Aspirations."

Pub Date 69

Note—11p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Disadvantaged Youth, High School Students, Lower Middle Class, Measurement Instruments, *Occupational Aspiration, *Rural Urban Differences, *Rural Youth, *Suburban Youth

Identifiers—OAS, Occupational Aspiration Scale
The two hypotheses of this study were: (1) low vocational aspirations of lower middle class and disadvantaged students are related to their limited awareness of professional occupations; and, (2) disadvantaged inner city students, due to their broader occupational exposure, will have higher

aspirations than suburban and lower middle class students. The purpose of the study was to determine whether the vocational aspirations of disadvantaged and lower middle class inner city students were higher than those of their peers in the suburbs and rural areas, and whether presentation of occupational information in an informal small group setting would influence the vocational aspirations of all three groups. The subjects were sixty black inner city and suburban white lower middle class students. Haller and Miller's Occupational Aspiration Scale was used to measure the students' levels of vocational aspirations. Data showed no difference among the vocational aspirations of inner city, suburban, and rural students; and that the presentation of occupational information will have no influence on the aspirations of the students. [Not available in hard copy due to marginal legibility of original document.] (KG)

ED 041 094 24 UD 010 429

Thomas, Thomas C.

On Improving Urban School Facilities and Educational Policy Research Center.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—EPRC-6747-1

Bureau No.—BR-7-1013

Pub Date May 69

Contract—OEC-1-7-071013-4274

Note—131p.

EDRS Price MF-\$0.75 HC-\$6.65

Descriptors—Black Community, Community Control, Community Involvement, *Construction Needs, Educational Development, *Educational Facilities, Educational Finance, Educational Innovation, Educational Objectives, Educational Parks, *Educational Policy, Educational Quality, Integration Effects, Neighborhood Schools, Political Influences, School Construction, School Location, Teacher Attitudes, *Urban Education, *Urban Schools

This study explores broad alternative policies on urban school facilities and education rather than attempting to design the "best" policy. The study also provides a broad perspective within which to place school construction decisions by analyzing goals, stakeholders' positions, and implementation patterns. The main portion of the study highlights how the possible choice between two "construction" alternatives (educational parks and mini-schools) is influenced by other crucial urban education policy issues, and the effects of the latter upon the alternatives. In the context of the current situation where major city school systems are in precarious relationship with their environment (parents, civil rights groups, black militants, teachers' unions, and students), questions of financing, construction, and location of new schools are considered to be interwoven with educational issues (transactional patterns, evidence on probable effects of specific programs, school integration as affecting transactional patterns, and community control), and are analyzed as such in the study. The study concludes that neither of the two facility innovations examined—educational parks and mini-schools—offer much promise to education, and that, despite the skepticism developed in the study relating to community control, the latter would be the choice among the potential driving forces for change to combine with new construction. (RJ)

ED 041 095 24 UD 010 464

Hogan, Robert T. Horsfall, Robert B.

An Evaluation of a High School Tutorial Program.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CSSOS-R-72

Bureau No.—BR-6-1610

Pub Date Jul 70

Grant—OEG-2-7-061610-0207

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Academic Achievement, *Attitude Tests, College Admission, Control Groups, Data Analysis, *Disadvantaged Youth, Enrichment Programs, Intelligence Factors, Mathematics Instruction, Program Effectiveness, *Program Evaluation, Reading Instruction, Secondary School Students, *Student At-

titudes, Student Motivation, Summer Programs, *Tutorial Programs

This study is an evaluation of a summer tutorial program designed to encourage inner city secondary school students to complete high school in a manner such that their chances of entering college would be maximized. The subjects in the tutorial group were forty 16 year-old boys. The control group comprised 28 high school boys closely resembling the tutorial sample. The program emphasized reading and mathematics, with some attention given to art and physical education. School related attitudes of the two groups were measured with a semantic differential devised specifically for this study. Analysis of the data revealed that: (1) in the last three years of school, there was essentially no difference in the scholastic achievement of the two groups tested; (2) at the end of the program (senior year in high school) the tutorial group's school related attitudes were significantly more positive than those of the control group; (3) for the tutorial group, positive attitudes toward school were not significantly related to intelligence; and, (4) after high school, 82 percent of the tutorial group and 18 percent of the control group began college. The findings are considered to suggest that attitudinal side effects of educational enrichment programs may have a discernible effect on subsequent striving. (RJ)

ED 041 096 24 UD 010 466

Ackerman, Donald

A Study of School Activities Intended to Effect Racial, Economic, or Social Balance. Final Report.

State Univ. of New York, Stony Brook.

Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-B-085

Pub Date 18 Aug 69

Grant—OEG-0-8-080085-3729(010)

Note—39p.

EDRS Price MF-\$0.25 HC-\$4.05

Descriptors—Academic Achievement, Achievement Gains, Community Attitudes, *Cooperative Programs, *Disadvantaged Youth, Economic Factors, *Equal Education, Financial Needs, Parent Attitudes, *Program Evaluation, Racial Balance, *School Activities, Social Change, Teacher Education, Urban Education

The focus of this study is on the problems and prospects of providing quality education to children of the disadvantaged inner city school districts, particularly in the face of continued movement of the more affluent families to suburban areas. Based on examination of the literature on the many facets of the urban-suburban education problem, on reports and proposals for on-going cooperative urban-suburban programs, and on visits to programs or program officials, the following were the findings that emerged: (1) academic achievement of disadvantaged students exposed to cooperative programs has been significantly high; (2) trouble spots anticipated in these programs (such as behavior problems) did not materialize; and, (3) general opposition to these programs by parents and taxpayers decreased with time. Among the recommendations suggested are: (1) development of a model to bring such cooperative programs to the attention of all citizens; (2) expansion of teacher training programs by schools of education to include appreciation of urban-suburban problems; and, (3) establishment of a national committee on goals for urban-suburban education in order to take care of research on and the funding of such programs. (RJ)

ED 041 097 24 UD 010 467

Cohen, Shirley

A Study of Impulsivity in Low-Achieving and High-Achieving Boys from Lower Income Homes. Final Report.

Columbia Univ., New York, N.Y. Teachers College.

Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-B-035

Pub Date May 69

Grant—OEG-0-8-080035-4393(010)

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—Academic Achievement, Achievement Tests, Analysis of Variance, *Behavior Patterns, *Cognitive Development, *Cognitive Tests, Correlation, *Disadvantaged Youth,

Grade 3, Grade 5, High Achievers, Intelligence Tests, Low Achievers, *Low Income Groups, Test Results

Identifiers—Matching Familiar Figures Test, Porteus Maze Test, Stroop Color Word Test

The purpose of this study was to explore the concept of impulsivity as a stylistic dimension affecting cognitive behavior, and whether impulsivity operates as a comprehensive, inflexible orientation in low achievers more than in high achievers. The Matching Familiar Figures Test, the Porteus Maze Test, and the Stroop Color-Word Test were used to assess impulsivity in 240 lower class, disadvantaged, third and fifth grade children. Analysis of variance and of covariance with IQ control were used to study the effects of achievement, age, and instructional sets; correlational analysis was used to examine the relationship between test indices. Among the conclusions of the study were that: (1) low achieving lower class boys are more impulsive in their approach to cognitive tasks than are high achieving lower class boys; (2) cognitive tasks could be temporarily modified by instructions, but such modification does not necessarily result in changes in performance level; (3) low achievers were found to be more consistent in style than high achievers, but there was no evidence to support the hypothesis that the former were more inflexible in approach than the latter; (4) there was moderate consistency in style of approach to cognitive tasks as measured by the tests; and (5) no over-all differences in style were found between the age-grade groups. (RJ)

ED 041 098 24 UD 010 468

Bushnell, Don D. Bushnell, Kathi Corbera
The Arts, Education, and the Urban Subculture: the National Survey of the Performing Arts for Minority Youth. Final Report.

Communications Associates, Santa Barbara, Calif. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1104
Pub Date 69
Contract—OEC-0-8-071104-1742
Note—293p.

Available from—CommA/c/o Communications Foundation, 2020 Alameda Padre Serra, Santa Barbara Calif. 93103 (\$9.50)

Document Not Available from EDRS.

Descriptors—Arts Centers, Communication Skills, *Cultural Education, *Disadvantaged Youth, Goal Orientation, Interviews, Minority Group Children, Production Techniques, Questionnaires, Recreational Facilities, *Rural Areas, Surveys, *Theater Arts, *Urban Areas

This survey focuses on the role of the performing arts in educating disadvantaged youth in over 320 community arts centers in 20 major cities and 12 rural counties. The variety of programs and the state of the arts are illustrated by detailed narrative description. The report characterizes the successful artist/educator as having a common ethnic background, a successful work history, and an ability to communicate extraordinarily with minority group youth. The most successful arts programs are considered as offering immediate opportunities to be actively involved, short-range objectives for quick perception and achievement of goals, and an informal, easily accessible, and student dominated work environment. Recommendations include: (1) implementation of a performing arts academy or high school in every major city; (2) giving high priority to development of reading and writing skills through film and television productions; (3) launching of a nationwide campaign for the arts as an essential ingredient in general education; and, (4) use of the arts as an early recruitment vehicle for minority group teachers. Appended are school-related and non-school-related arts project listings, information on tapes, films, cartoons, scripts, and scores produced by individual students outside of school, and samples of questionnaire, interview, and letter formats used in the survey. (RJ)

ED 041 099 VT 006 155

Larsen, Delmar L. Nelson, Herbert L.
Elementary School Industrial Arts—Selected Readings and Resources.

Eastern Michigan Univ., Tpsilanti, Dept. of Industrial Education.

Pub Date 68
Note—197p.
EDRS Price MF-\$0.75 HC-\$9.95

Descriptors—Bibliographies, Elementary Grades, *Industrial Arts, *Resource Materials, *Teacher Education, *Textbooks

In an attempt to draw together significant materials on elementary school industrial arts, 26 journal articles, addresses, chapters of books and instructional materials, dated from 1923 to 1967, are reprinted in Section I "Philosophy, Objectives, Curriculum, and Methodology" and Section II "Implementation of Industrial Arts in Elementary School." Section III "Selected Resources for Elementary School Industrial Arts" includes resources describing educational exhibits, construction, and teaching units. Additional references are listed covering curriculum, units of instruction, activities, and materials. (DM)

ED 041 100 VT 008 022

Somers, Gerald G., Ed.
The Development and Use of Manpower.
Industrial Relations Research Association, Madison, Wisc.

Pub Date Feb 68
Note—408p.; Proceedings of Annual Winter Meeting (20th, Washington, D.C., Dec. 28-29, 1967)

Available from—Industrial Relations Research Association, Social Science Building, University of Wisconsin, Madison, Wisconsin 53706 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Labor Force, *Manpower Development, *Manpower Utilization, Occupational Mobility
Identifiers—American Economic Association, American Statistical Association, Association For Comparative Economics, *Industrial Relations Research Association

A critique of the concept of human capital as an evaluative measure of manpower development programs initiated this conference. Manuscripts from the more than 50 authors are included for reports on "basic" research in the labor market field (inter-plant and intra-plant mobility, the peripheral labor force, and problems of statistical measurement), the motivation of manpower, federal manpower policies (their evaluation and their relationship to private programs) racial discrimination in employment, and international experience. Papers are included for joint sessions with the American Economic Association, American Statistical Association, and Association for Comparative Economics. (Author/CH)

ED 041 101 VT 008 900

Roberts, Chester F.
Rehabilitative Influences in California Youth Conservation Camps. Phase 2: Staff Policies and Ward Reactions.

California State Dept. of the Youth Authority, Sacramento.

Report No—RR-54
Pub Date 19 Apr 68
Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—Adjustment (to Environment), *Administrative Policy, Attitudes, *Delinquent Rehabilitation, Delinquents, Institutional Environment, *Manpower Development, *Reactive Behavior, Rehabilitation Programs, *Staff Orientation, Youth Problems

Identifiers—*California Youth Conservation Camps

To define factors associated with administrative policy and staff orientation and to examine ward responses and reactions to these factors, data were gathered by several techniques from wards and staff in two selected study camps. Although wide variations in staff orientation and administrative policy characterized the camps, no significant differences were found for ward parole violation. There was a high correlation between ward in-camp attitudes and reactions and differences in staff orientation and administrative policy. Data from interviews with administrative personnel and non-administrative staff questionnaires revealed wide differences between camps with respect to camp treatment goals, patterns of staff/ward relations, rule and regulation enforcement, counseling and treatment practice, and attitudes toward job. Similarly, ward questionnaires revealed equally wide between-camp differences in attitudes toward camp staff and programs. Although between-camp differences are related to in-camp ward adjustment and attitude, there is no evidence that these differences influence post-release rehabilitation. Phase 1 of the study is VT 011 192. (SB)

ED 041 102 VT 009 824

Mangum, Garth L. Glenn, Lowell M.
Employing the Disadvantaged in the Federal Civil Service. Policy Papers in Human Resources and Industrial Relations No. 13.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations; National Manpower Policy Task Force, Washington, D.C.

Pub Date Feb 69
Note—48p.

Available from—Institute of Labor and Industrial Relations, University of Michigan-Wayne State University, P.O. Box 1567, Ann Arbor, Michigan 48106 (\$1.50)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Culturally Disadvantaged, *Employment Opportunities, *Federal Government, *Government Employees, Manpower Utilization, Negro Employment, *On the Job Training
Identifiers—Civil Service Commission

Government appeals for private employers to hire the hardcore unemployed are logically answered by the query: "Does the Federal Government, the Nation's largest employer, have its own house in order?" This paper explores the extent to which permanent civil service jobs have been opened to the disadvantaged. Problems discovered are similar to those faced in the private sector—employing the disadvantaged conflicts with the desire to hire the best personnel, and it challenges the merit system. An understanding of the philosophy and procedures of the civil service and the constraints they impose on efforts to hire the disadvantaged is necessary to evaluate the attempts being made to resolve the inherent conflict. Washington, D.C. and San Francisco provide contrasting studies of the efforts and the constraints within the service. The paper concludes with proposals for widening access to federal employment for the disadvantaged without abandoning the essential objectives merit employment was designed to accomplish. (Author/BH)

ED 041 103 VT 009 831

Bowen, William G., Ed. Harbison, Frederick H., Ed.

Unemployment in a Prosperous Economy. A Report of the Princeton Manpower Symposium (May 13-14, 1965).

Princeton Univ., N.J.
Pub Date 65
Note—178p.

Available from—Industrial Relations Section, Princeton University, P.O. Box 248, Princeton, New Jersey 08540 (\$3.00)

EDRS Price MF-\$0.75 HC-\$9.00

Descriptors—Adult Vocational Education, Disadvantaged Groups, Federal Programs, *Job Development, *Labor Economics, *Manpower Needs, Negro Employment, *Unemployment, Youth Employment

Identifiers—Manpower Development And Training Act, MDTA

The papers in this volume deal with the causes, cures, and magnitude of unemployment. Musgrave, Killingsworth, and Okun discuss the opposing structuralist and deficient demand theories of unemployment. Garth Mangum, Curtis Allen, William Caples and Alice Rivlin offer their experience concerning the role of government and industry in curing unemployment, through both vocational training programs, and increased public expenditures to increase aggregate demand. William Bowen and Paul Jacobs present their thoughts on the dimensions of unemployment. (BH)

ED 041 104 VT 010 158

Ellis, John And Others

The Second Half Century: A Plan for Vocational Rehabilitation to 1975 and Beyond.

New Jersey Governor's Advisory Committee on Comprehensive Statewide Planning for Vocational Rehabilitation Services and Facilities, Trenton.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 30 Aug 68
Note—155p.

Available from—New Jersey Rehabilitation Commission, Labor and Industry Building, Room 1005, John Fitch Plaza, Trenton, New Jersey 08625 (\$2.00, make checks payable to Treasurer, State of New Jersey)

EDRS Price MF-\$0.75 HC-\$7.85

Descriptors—Educational Programs, Employment Opportunities, *Handicapped, *Interagency Coordination, Manpower Needs, Mentally Handicapped, Multiply Handicapped, Neurologically Handicapped, Physically Handicapped, *Program Administration, Program Coordination, *Program Planning, State Agencies, *Vocational Rehabilitation
Identifiers—*New Jersey

A 27-member advisory committee was appointed in 1966 by the Governor of New Jersey to create a written plan that would assure comprehensive vocational rehabilitation services by 1975 for all handicapped people who could benefit from them. The state was divided into seven regions and seven regional committees identified major needs and barriers within their regions, reviewed preliminary recommendations, and acted as citizen advisory councils. In addition nine task forces were formed to assist the project staff in developing solutions to problems reported by the regional committees. Recommendations that need to be met before comprehensive rehabilitation services will be available are grouped according to the need for: (1) development of an organization to coordinate services, (2) increased attention in special areas of disability, (3) assurance of diagnostic, restorative, and training resources for the handicapped, (4) health and rehabilitation manpower, and (5) removal of barriers affecting the handicapped. A listing of recommendations in chart form specifies the agencies responsible for meeting the need, the extent of need, and the duration of a program. (SB)

ED 041 105

VT 010 177

Psychological Assessment of Patrolman Qualifications in Relation to Field Performance; The Identification of Predictors for Overall Performance of Patrolmen and the Relation between Predictors and Specific Patterns of Exceptional and Marginal Performance.

Chicago Police Dept., Ill.
Spons Agency—Department of Justice, Washington, D.C. Office of Law Enforcement Assistance.

Pub Date 5 Nov 68

Note—250p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (J1.2:P27/2, \$2.00)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Behavioral Science Research, *Behavior Patterns, *Law Enforcement, *Performance Criteria, *Personnel Selection

Behavioral scientists have been slow in the development of effective procedures and in empirical validation of psychological testing instruments for selecting law enforcement personnel. This study involved 253 supervisory sergeants and field lieutenants and 2,327 uniformed patrolmen of the Chicago Police Department (CPD). Three major performance measures were tenure, a paired-comparison performance rating which stressed field performance, and the CPD semiannual performance rating which stressed administrative as well as field performance. An occupational test battery, which stressed behavioral requirements of the patrolman's job, provided motivational, intellectual, and behavioral measures. The test battery was administered twice, with a 5-month interval, to allow for validation analysis. Patrolmen who scored high on the tests were rated high on performance. The degree of this relationship increased when the subgroup of white patrolmen was treated separately and increased even more significantly when the Negro subgroup was treated separately. It was concluded that ideal attributes of patrolmen are all related to stability (1) in parental and personal family life, (2) in self-confidence and emotional behavior, (3) in maintaining cooperative attitudes, and (4) in developing a realistic orientation toward life. (CH)

ED 041 106

VT 010 200

Harman, Harry H. And Others
Evaluation of Driver Education and Training Programs.

Educational Testing Service, Princeton, N.J.; National Academy of Sciences, National Research Council, Washington, D.C. Highway Research Board.

Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.

Pub Date 31 Mar 69

Note—70p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (PB 183 805, MF-\$0.65 HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Driver Education, *Models, *Program Effectiveness, *Program Evaluation, *Safety Education

What contributions do driver education and training programs make to the Nation's highway safety program? An answer to this question was sought through a synthesis of four feasibility studies concerning the effectiveness of current or proposed driver education programs. These preliminary investigations failed to identify any clear proof that driver education, as presently constituted, has a significantly favorable effect on driver performance, particularly as measured by accidents and traffic law violations. Therefore, a comprehensive model for evaluating driver education programs was developed with short- and long-term activities. The short term activities include (1) driving task analysis, (2) objectives of driver education, (3) evaluation of program content, and (4) specifications for long term evaluation. The long term activities include (1) measures of driver performance, (2) measures of program characteristics, (3) measures of highway traffic system objectives, and (4) research studies using proximate and ultimate criteria. (CH)

ED 041 107

VT 010 246

Schwalm, George H.

Transportable Industrial Arts Learning Laboratories. Evaluation Report, 1968-1969. ESEA Title III Project.

San Lorenzo Unified School District, Calif.

Pub Date 69

Note—132p.

EDRS Price MF-\$0.75 HC-\$6.70

Descriptors—Curriculum Evaluation, *Educational Research, *Educational Specifications, Facility Expansion, Facility Guidelines, *Facility Utilization Research, Grade 8, *Industrial Arts, *Mobile Laboratories, Program Evaluation, Student Evaluation, Teacher Evaluation

Identifiers—*Elementary and Secondary Education Act Title III, ESEA Title III, San Lorenzo Unified School District

Four prefabricated mobile units housing specialized industrial arts equipment were rotated among four junior high schools in this project, which was designed to improve eighth grade student performance and teaching techniques. The demonstration group showed significantly greater gains in tool usage, problem solving abilities, consumer knowledge, and general social behavior as indicated by pre-and posttests and instructor ratings. Teachers, who received workshop sessions and guided practice in planning instructional sequences, were judged on demonstrated ability in pre- and post-workshop assignments and were generally improved. The transportable laboratories were an unqualified success. Recommendations include: (1) greater emphasis upon consumer education and vocational guidance activities, (2) extension of industrial arts to Grade 7, (3) improvement in the status of industrial arts through improved instruction, and (4) continued use of the transportable units as a necessary functional part of the total program. Statistical tables, a copy of teacher made pre- and posttests, educational specifications for the facilities, and a course of study for each area are appended. This research was funded under Title III of the Elementary Secondary Education Act. (CD)

ED 041 108

08

VT 010 395

Skelton, Gail J. Hensel, J. W.

The Change Process in Education: A Selected and Annotated Bibliography. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—Bib-Ser-5

Bureau No—BR-7-0158

Pub Date 70

Grant—OEG-3-7-000158-2037

Note—97p.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—Abstracts, *Annotated Bibliographies, *Changing Attitudes, *Communication (Thought Transfer), *Decision Making, *Educational Change, Educational Research

This document was developed as a working paper by a research staff concerned with the

change process in vocational and technical education. Works selected for inclusion treat: (1) the change process in education rather than in other fields, (2) the relationship between various types of communication processes, patterns, structures and high or low change orientation and/or adoption behavior in an educational organization, (3) decision-making process in an educational organization, and (4) communication behavior patterns of opinion leaders and isolates. Abstracts are arranged under the following headings: (1) Empirical Works on the Change Process, (2) Theoretical or Non-Empirical Works on the Change Process, (3) Collections of Readings on the Change Process, (4) Bibliographies on the Change Process, and (5) Works from Dissertation Abstracts. Titles which are available through the Educational Resources Information Center (ERIC) list an ERIC document number, the issue of Research in Education (RIE) containing the ERIC resume, and microfiche and hard copy prices following the bibliographic citation. The 135 cited documents are arranged alphabetically in a bibliographic index. (DM)

ED 041 109

VT 010 563

Research Issues and Priorities.

Manpower Administration (DOL), Washington, D.C.

Pub Date 68

Note—63p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Adult Vocational Education, Disadvantaged Youth, Employment Programs, *Federal Programs, *Manpower Development, *Research Needs, *Research Opportunities, *Unemployed

Identifiers—CEP, Concentrated Employment Program, Job Opportunities In The Business Sector, Neighborhood Youth Corps, New Careers Program, NYC, Operation Mainstream Program, WIN, Work Incentive Program

Each of the six papers in this report lists the Department of Labor's research priorities for a specific manpower program, providing useful guidelines for researchers who desire federal funds to finance a project. These include the JOBS Program, New Careers Program, Operation Mainstream, Neighborhood Youth Corps, Concentrated Employment Program, and Work Incentive Program. Priorities are divided into three categories, ranging from immediate needs to long run issues. [Not available in hard copy due to marginal legibility of original document.] (BH)

ED 041 110

VT 010 657

Brown, Walter E.

The Development and Testing of a Behavioral-Reference Groups Model for Evaluation of Vocational Education Pilot Programs. Occupational Research Development Monograph No. 4.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Spons Agency—New Jersey State Dept. of Education, Trenton. Bureau of Occupational Research.

Pub Date Jan 70

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—*Evaluation Techniques, Food Service Workers, *Models, *Pilot Projects, *Program Evaluation, Questionnaires, Research Methodology, *Vocational Education

The Vocational Education Act of 1963 (P.L. 88-210) specified that funded programs undergo periodic and regular evaluation to determine if participants are being adequately prepared for employment. A quasi-experimental method for objectively evaluating pilot programs is to use appropriate reference groups in lieu of the traditional experimental control group dyad. Appropriate reference groups may consist of similar people without instruction in the vocation, successful practitioners of the vocation, and students in regular vocational high school programs. Evaluation instruments should provide performance measures of those abilities and knowledges required by the vocation under study. Instrument design should duly consider whether the evaluation is summative or formative, that is, for administrative evaluation of the total program or for internal evaluation. When the behavioral performance-reference groups model was tested in a summative evaluation of pilot Commercial Food Service programs in New Jersey, graduates of regular vocational high school programs scored

significantly higher than graduates of pilot programs. Although further study is necessary, the initial findings question the adequacy of training in pilot programs. The evaluation model can be readily used in summative evaluations. (CH)

ED 041 111 VT 010 940

Glennan, Thomas K., Jr.
Evaluating Federal Manpower Programs: Notes and Observations.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—RM-5743-OEO

Pub Date Sep 69

Note—55p.

Available from—The Rand Corporation, Reports Department, 1700 Main Street, Santa Monica, California 90406 (\$2.00)

EDRS Price MF-\$0.25 HC-\$2.85

Descriptors—Cost Effectiveness, *Federal Programs, Information Needs, Longitudinal Studies, *Manpower Development, *Program Evaluation

Identifiers—Planning Programing and Budgeting, PPB

Impact evaluations of manpower programs have had many shortcomings, especially in finding control groups for comparison. Methodological bias and inconsistency between evaluators, along with disinterest by program administrators, have prevented evaluation from reaching its potential in program planning. The use of longitudinal studies to solve control group problems, with standardized criteria for benefit-cost analysis, could eliminate much of the inconsistency in evaluation. With improved information systems at the local project level, the evaluator and policymaker together could plan projects on the basis of accurate comparisons. (BH)

ED 041 112 VT 011 081

Nichols, Jack D.

A Study of Arkansas Prison Inmates Concerning Occupational Training.

Arkansas Research Coordination Unit for Occupational Education, Fayetteville.; Arkansas State Dept. of Education, Little Rock. Div. of Vocational Education.

Pub Date 70

Note—32p.; A summary report of a dissertation by the same title

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Corrective Institutions, *Educational Attitudes, *Prisoners, *Vocational Education, *Vocational Interests

Identifiers—*Arkansas

Meaningful participation in a technological society requires increasingly complex skills. A previous study (1966) revealed no job openings for 79 occupational programs offered by state and federal prisons, indicating that correctional institutions face a particular challenge in providing relevant occupational education for the rehabilitation of inmates returning to the world of work. In this study of the desire for occupational training and the occupational preferences of 100 male inmates, data were collected by use of a personal data card, a questionnaire, and the Kuder Preference Record, Form C. The mean educational level for the inmates was 9.3 years. At the time of their present offense, 41 percent did not have full-time employment. It was found that (1) Inmates' occupational prestige values correlate at .899 (rho) with other individuals, (2) Employment stability and security are valued more than change for advancement, high pay, local employment, or favorable working conditions, (3) 89 percent of incoming inmates desire occupational training, and (4) 92 percent were willing to take remedial courses. Appropriate occupational education offerings for prison inmates appear to be courses in driving, welding, mechanic and repairman, radio and television, and construction occupations. (CH)

ED 041 113 VT 011 095

Vocational Education in the Five Large Cities of California. Major Urban Centers Vocational Education Project.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date 69

Note—217p.

EDRS Price MF-\$1.00 HC-\$10.95

Descriptors—Apprenticeships, *Community Colleges, Educational Trends, Employment Trends, Manpower Needs, *Program Improvement, *Urban Education, *Vocational Education

Identifiers—*California

Vocational education in large urban areas is a key element in meeting the demands of economic, social, and technological change. The five major California urban centers included in this study are Long Beach, Los Angeles, Oakland, San Diego, and San Francisco. For each city, there is a report on the present program of vocational education at the community or junior college level, employment needs, manpower problems, relationships to apprenticeship, and significant trends. Brief descriptions are included for exemplary programs in Colorado, Minnesota, Michigan, Washington, D.C., Ohio, Pennsylvania, and New York. Recommendations are presented for each section of the report. Expanding the offerings of vocational education to more people in a wider range of occupations is proposed as Phase Two. (CH)

ED 041 114 VT 011 170

Vocational and Technical Education in Rural America.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 70

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Economic Disadvantage, *Educational Needs, *Employment Opportunities, Health Conditions, Program Improvement, Research Needs, *Rural Education, *Technical Education, *Vocational Education

A federal task force of eight visiting education specialists and 13 persons from the Department of Health, Education, and Welfare and the Office of Education were appointed to develop plans for expanding and improving vocational and technical education in rural America. Information about rural population, poverty, employment, health, and resources was reviewed, and new rural vocational education programs were identified. Recommendations and suggestions for implementation were made concerning the federal, state, and community roles as well as research, exemplary, and personnel development program needed. Some of these include: (1) The Federal Government should establish an effective working relationship with all supportive agencies and organizations to insure access to them, (2) States should determine manpower needs and implications of these needs, (3) Research is needed to provide objective data to use in program development and evaluation, and (4) States should enact laws that will permit students to cross county or state boundaries for specialized training tuition-free. (SB)

ED 041 115 VT 011 180

Strom, Irving Elner

A Comparative Analysis of Industrial Technology Education in Minnesota and the Requirements of Industry.

Pub Date 70

Note—221p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Bibliographies, College Graduates, *Comparative Analysis, *Curriculum Evaluation, Doctoral Theses, *Industrial Education, *Industrial Technology, Industry, *Personnel Needs, Questionnaires, State Surveys

Identifiers—Industrial Needs

Questionnaires designed to determine to what extent existing 4-year industrial technology curriculums in the State of Minnesota were meeting the needs of the selected Minnesota industries were returned from all existing 4-year industrial technology programs and from 111 (80 percent) selected industries. Some of the findings were: (1) Aeronautics, packaging design, and synthetics are new curriculum areas being planned, (2) A state committee will be developed to improve and coordinate 4-year non-teaching programs in the state, (3) A continual and substantial increase in the number of graduates is projected, and (4) Graduates are most frequently employed in management, industrial engineering, product development, and supervisory positions. Some of the 11 conclusions and recommendations concern suggested curriculum emphasis, the formation of

state committees for advisory and coordinating functions, the use of industrial personnel, and clarification and standardization of technical terminology and titles. This Ed.D. thesis was submitted to the University of Northern Colorado. (GR)

ED 041 116

VT 011 184

Glogovsky, Ronald J.

A Comparison of Graphic Arts Processes Practiced by Contemporary Industry with Those Taught in Industrial Arts Teacher Education.

Pub Date 70

Note—192p.

Available from—University Microfilms, Inc., 300

North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Bibliographies, *Course Content, Doctoral Theses, *Graphic Arts, *Industrial Arts, Industry, National Surveys, Questionnaires, *Teacher Education Curriculum, Teachers Colleges

Identifiers—Contemporary Industrial Processes, *Graphic Arts Industries

Industrial education institutions were studied to determine the extent to which they are including the contemporary industrial processes in graphic arts into their curriculum for future industrial arts teachers. Questionnaires were used to gather data from 135 graphic arts industries and from 117 industrial arts teacher education institutions. Conclusions drawn were: (1) The industrial arts objective of giving insight into and understanding of industry is only partially being met, (2) Modern industrial graphic arts innovations are not completely reflected in industrial arts education institutions, (3) Teacher education institutions in large cities do not necessarily teach contemporary graphic arts processes more extensively, (4) Present procedures to obtain insight and understanding of modern industrial practices are inadequate, (5) Predominance of the lecture method of presentation indicates the lack of equipment, and (6) There is a lack of uniformity in course offerings and cocurricular content at industrial arts teacher education institutions. This Ed.D. thesis was submitted to the University of Northern Colorado. (GR)

ED 041 117

VT 011 192

Roberts, Chester F., Jr.

Rehabilitative Influences in California Youth Conservation Camps. Phase I: The California Youth Conservation Camps and Their Wards.

California State Dept. of the Youth Authority, Sacramento.

Report No—RR-43

Pub Date May 65

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—*Delinquent Rehabilitation, *Delinquents, Individual Characteristics, *Institutional Environment, *Manpower Development, *Rehabilitation Programs, Youth Problems

Identifiers—*California Youth Conservation Camps

To provide a general overview of the Youth Conservation Camp environment and the differences and similarities among camps due to selective assignment and the "weeding-out" process, a review was made of four main camps operated by the California Youth Authority and the California Division of Forestry. An analysis of the major personal and background characteristics of the camp wards during 1962 and 1963 disclosed that: (1) The wards 16 years old and above who are assigned to camps are significantly different from Youth Authority wards in other institutions in terms of parole performance characteristics, (2) No one camp displays a significant difference in overall parole performance in relation to the total camps, (3) Data from 1962 parolees suggest that there are differences in the parole performance of certain categories of wards when released from different camps, and (4) Wards assigned to each of the four camps show a number of significant characteristic differences in comparison with the proportion in the total camps. Phase 2 of the study is VT 008 900. (SB)

ED 041 118

VT 011 194

Black, Donald Earl

The Hiring Policies of Selected Iowa Businesses and Industries with Respect to Employment of Blind Persons.

Pub Date 70

Note—193p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106
Document Not Available from EDRS.

Descriptors—*Bibliographies, *Blind, *Doctoral Theses, *Employer Attitudes, *Employment Opportunities, *Employment Practices, *Industrial Arts, *Occupational Surveys, *Student Opinion, *Visually Handicapped

An investigation of the hiring policies of Iowa businesses and industries with respect to the employment of blind persons was one purpose of this study. A second purpose was to determine the opinions of blind clients of the Iowa Commission for the Blind concerning the industrial arts program at the Commission. Some findings are: (1) Over 97 percent of businesses and industries indicated a blind person could do more today than 25 years ago, (2) 80 percent agreed that blind persons could work in skilled and professional positions, (3) Over 70 percent felt blind persons could work at highly skilled jobs, (4) 75 percent were willing to hire a properly trained blind person, and (5) A majority of the clients indicated they were helped by the industrial arts program through building of self-confidence, changing of attitudes, and developing salable skills. Some conclusions are: (1) Business and industry pay lip service to the idea that blind persons can work in skilled and professional positions, (2) Blindness was a greater deterrent to employment than either education or training requirements, and (3) Blind clients are not aware of the real purpose of the industrial arts program at the school. Further study was recommended. This Ed.D. thesis was submitted to the University of Northern Colorado. (GR)

ED 041 119 VT 011 222

Wall, James E. Shill, James F.

Occupational Education and Manpower Development: A Program and Bibliography. Administrative Report 3, Education Series 7. Mississippi Research Coordinating Unit for Vocational-Technical Education, State College. Pub Date Dec 69

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Bibliographies, *Educational Research, *Manpower Development, *Research Coordinating Units, *Research Projects, *Vocational Education

Research Coordinating Unit (RCU) activities in the Social Science Research Center program of research in Occupational Education and Manpower Development are summarized. Background information describes the role of the center as well as the history, staff, purposes, and research areas in the occupational education and manpower development program. RCU activities which contributed to achieving the program purposes include: (1) stimulation in formulating eight research study proposals and implementation of nine research projects by staff members, (2) establishment of advisory committees to coordinate research, and (3) dissemination of research by establishing communications with agencies and officials, developing feedback channels, and circulating reports. Besides research activities, the RCU is concerned with interpretive communication and graduate training. A bibliography of projects sponsored, produced or assisted by the RCU is included in the document. (SB)

ED 041 120 VT 011 228

A Manual for Guidance Personnel in Area Occupational Centers and in All Occupational Education Settings.

New York State Education Dept., Albany. Bureau of Guidance. Pub Date 70

Note—42p.

Available from—Publications Distribution Unit, New York State Education Department, Albany, New York 12224 (\$1.00)

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—*Area, *Vocational Schools, *Bibliographies, *Guidance Services, *Information Services, *Job Placement, *Manuals, *Occupational Guidance, *Program Coordination, *Program Evaluation, *Selection, *Student Evaluation, *Vocational Education

Identifiers—*New York

To make this manual useful in understanding required counselor functions in occupational education and how to apply them, data were obtained by questionnaire from administrative personnel and guidance staff in New York State Area Occupational Centers and from 45 out-of-

state persons in comparable positions. Guidelines for specific service areas of occupational guidance cover selection and admission, counseling, student appraisal, coordination, student and public information, job placement, and evaluation and research. In each of these areas, guidance personnel will find objectives, needed aids and activities for accomplishing objectives, current and suggested offerings by New York State Area Occupational Centers, suggestions or comments for performance, and useful forms and materials. (CH)

ED 041 121 08 VT 011 235

Starr, Harold And Others

A System for State Evaluation of Vocational Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—Res-Ser-58

Bureau No.—BR-7-0158

Pub Date May 70

Grant—OEG-3-7-000158-2037

Note—196p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.50)

EDRS Price MF-\$0.75 HC-\$9.90

Descriptors—Charts, Conceptual Schemes, Data Sheets, Educational Objectives, Educational Planning, Models, *Program Development, *Program Evaluation, *State Programs, *Systems Approach, *Vocational Education

A model system, composed of principles, procedures, and instruments which were field tested in cooperating states (Colorado, Kentucky, and New Jersey), was developed for use by state vocational agencies in evaluating program effectiveness. System elements include a set of program objectives and goal statements, evaluation instruments which provide data about program and student characteristics and training outcomes, and data processing routines and computer programs to facilitate interpretation. Suggestions for system implementation are provided. Also included is a selected bibliography, which identifies studies with implications for state and local program planning. The model system is illustrated, and examples of program objectives, goal statements, and evaluation instruments are appended. The interim report is available as ED 032 436. (SB)

ED 041 122 VT 011 240

Rehabilitation Research and Demonstration Grants, An Annotated Listing; And Cooperative Research and Demonstration Projects, A Listing.

Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 68

Note—243p.

EDRS Price MF-\$1.00 HC-\$12.25

Descriptors—*Annotated Bibliographies, *Demonstration Projects, *Rehabilitation, *Research, *Research Projects

Prepared by the Social and Rehabilitation Service of the Department of Health, Education, and Welfare, this publication contains annotations of 5,412 rehabilitation research and demonstration projects authorized from 1955 to 1968 by the 1954 Amendments to the Vocational Rehabilitation Act and 143 cooperative research and demonstration projects authorized from 1962 to 1968 by Title XI, Section 1110 of the Social Security Act, as amended. The rehabilitation projects are grouped into 21 sections, and each annotation includes the name and address of the grantee, the project director, and a brief description of the project purpose. Also included are topical and numerical indexes. The cooperative projects are listed in numerical order, and each annotation contains the name and location of the grantee, the project director, title, and the expected completion date. Copies of completed projects are available from the institution or agency listed for the project. (SB)

ED 041 123 VT 011 247

Barocci, Thomas A.

Curriculum Initiation in Wisconsin Vocational and Technical Schools.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Pub Date Nov 69

Note—152p.

EDRS Price MF-\$0.75 HC-\$7.70

Descriptors—Advisory Committees, *Curriculum, *Educational Policy, *Institutional Environment, *Occupational Information, *Program Improvement, *Questionnaires, *Vocational Education, *Vocational Education Teachers, *Vocational Schools

Identifiers—*Wisconsin

Curriculum initiation in public vocational programs in Wisconsin is an unstructured procedure, is conducted from an inadequate data base and with little or no involvement of local advisory committees. Improved procedures are recommended for the purpose of facilitating curricular relevance to rapidly changing occupational needs. Data collection was by personal interview with 74 vocational school directors and local coordinators and 61 advisory committee chairmen. Also, 102 randomly selected vocational school teachers provided information by a mailed questionnaire. Environmental and policy and/or information variables were studied as significant determinants of curricular program decisions. Environmental variables include enrollment, type of school, city size, male/female student ratio and part-time/full-time ratio. Policy and/or information variables include the rationale and the data base for initiating new curriculums. It is recommended that state education agencies form an alliance with state employment service offices which can serve as Manpower Service Centers. Such centers could provide up-to-date labor market information for a state, area, or city. In the interim, the improved use of local advisory committees is recommended. (CH)

ED 041 124 VT 011 265

Manpower Information, An Annotated Bibliography.

Arizona State Employment Security Commission, Phoenix.

Report No.—MNP-1-70

Pub Date Apr 70

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—*Agriculture, *Annotated Bibliographies, *Economic Factors, *Industry, *Labor Force, *Manpower Development, *Manpower Needs, *Manpower Utilization, *Occupational Information

This annotated bibliography is composed of 196 citations which primarily represent the period from 1960 to 1970. It presents a variety of sources on local and national manpower information. Listings are arranged alphabetically according to author under the general divisions of Population, Manpower Information, Economic Information, Labor Force Information, Occupational Information, Education and Training, Health and Welfare, Catalogs of Manpower Information, and Other Manpower Information Sources. Entries include books, periodical literature, and monographs. Information on the availability of the literature cited includes the publishers and addresses. (CH)

ED 041 125 VT 011 268

Computer Systems Operator, A Suggested Instructor's Guide.

Institute of Computer Technology, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Manpower Development and Training.

Pub Date 69

Note—185p.

EDRS Price MF-\$0.75 HC-\$9.35

Descriptors—*Adult Vocational Education, *Business Education, *Computers, *Cooperative Education, *Curriculum Guides, *Data Processing Occupations, *Educationally Disadvantaged, *Program Guides, *Trainees

Identifiers—*Manpower Development And Training Act Programs, *MDTA Programs

School administrators, teachers, and businessmen will find this work-study guide useful in developing courses to teach the disadvantaged to be operators of automatic data processing equipment. Fourteen course units cover fundamental principles of programming, specific programs such as FORTRAN and COBOL, and the skills required for the position. Each unit outlines training time, objectives, and the basic course material, and includes when available teaching aids, instructor reference materials and suggested trainee activities and materials. Sections of the guide are devoted to sources of visual aids, occupational in-

formation, trainee qualifications, and suggestions for course organization and operation. A glossary and a bibliography are included. Appended are suggested equipment and supply lists and a training facility plan, and sample forms and records. (JS)

ED 041 126 VT 011 269
Vocational-Technical Education Program Development for Persons with Special Needs by States. Progress Report.

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education. Pub Date 28 Feb 69. Note—336p.

EDRS Price MF-\$1.25 HC-\$16.90

Descriptors—Enrollment Projections, Expenditures, Instructional Programs, *Program Descriptions, *Program Development, School Construction, *State Programs, Tables (Data), Teacher Supply and Demand, *Vocational Education

To assess the status and show the progress of vocational education for persons with special needs since the 1968 report, each state, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands submitted reports of their vocational education plans and accomplishments. A significant change since the 1968 report is the increase of states, from 17 to 22, which have full-time supervisors of programs for persons with special needs. There was a decrease from 23 to 17 in the number of states having part-time supervisors. The amount of funds for vocational education from state and local sources increased from 74.5 percent in 1968 to 78.2 percent in 1969. States report a total of 101,389 continuing instructional programs, 9,209 programs to be expanded, and 4,129 new programs. Regular or comprehensive high schools comprise 92 percent of the total number of schools, and junior colleges comprise 2.6 percent. Enrollment is expected to increase from 8,259,782 to 11,605,461 in the fiscal years 1969-1973. The document includes summaries of the state report. Data tables summarizing major program developments and directories of state officials, state directors, and executive officers are appended. (SB)

ED 041 127 08 VT 011 300
Occupations and Education; Occupational Education Program Development Institutes for Post-Secondary Institutions.

American Association of Junior Colleges, Washington, D.C.; Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No—BR-7-0158

Pub Date [69]

Grant—OEG-3-7-00158-2037

Note—23p.; Proceedings of Western Regional Institute, San Francisco, Calif., July 7-10, 1969 and Eastern Regional Institute, Atlanta, Ga., August 11-14, 1969

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Educational Programs, *Inservice Education, *Institutes (Training Programs), Master Plans, Occupations, *Program Administration, *Program Planning, *Vocational Education

Identifiers—*New Careers

Two regional Occupational Program Planning Institutes were held to provide inservice education for persons involved in administering post-secondary occupational education programs. This report contains an edited compilation of reactor comments and discussion group deliberations for these major papers: (1) "Master Planning in Post-Secondary Occupational Education," by George W. Ebey, which discusses the need for and concerns of educational master planning and provides the elements and characteristics necessary in a planning system, (2) "Identifying New and Emerging Occupations," by Norman C. Harris, in which a sampling approach was utilized for identifying occupations and need in the areas of agriculture and natural resources, business, health and human services, industry, and science and engineering, and (3) "Student Recruitment and Selection for Post-Secondary Occupational Education Programs," by Robert M. Knoebel, which lists problem areas in recruitment and discusses possible solutions. (SB)

ED 041 128

National Conference on the Use of Audiovisuals in Medical Education, Proceedings (University of Alabama Medical Center, Birmingham, August 6-8, 1969).

Alabama Univ., Birmingham, Medical Center.

Spons Agency—National Inst. of Health (DHEW). Bethesda, Md. Div. of Physical Manpower.

Pub Date Aug 69

Note—169p.

EDRS Price MF-\$0.75 HC-\$8.55

Descriptors—*Audiovisual Aids, *Audiovisual Communication, *Conference Reports, *Medical Education, Resource Centers, Speeches

The 39 medical educators attended a 2-day conference to resolve some of the disparity which exists in the knowledge and utilization of audiovisual aids and to define the role of learning resource centers. Major presentations were: (1) "The Continuing Confusion in Communications" by J.F. Wolker, (2) "Visual Systems: Pro and Con" by R.S. Craig, (3) "Application of Audiovisual Technology in Medical Education" by N.L. Cole, (4) "Concepts in Communication: A Multi-Screen Presentation" by E.W. Murphy and J.W. Parker, and (5) "Standardization: The Manufacturer's Viewpoint" by R.H. Bell and M. Waterbor. In addition, four panel discussions were held on the topics of Basic Science Education and Audiovisuals, The Use of Audiovisuals in Clinical Teaching, Hospitals, and Meeting the Needs of Continuing Education. Participants recommended that a national resource center be established to serve as a repository for information about available audiovisuals. Further, opportunities should be provided for identifying learner needs and wants and for defining teaching objectives. Finally, educators must exert leadership in setting up standards and guidelines for selection and utilization of audiovisual media. (SB)

ED 041 129

Stephenson, Donald John

Achievement Motivation as a Factor Related to the Diagnostic Problem Solving Effectiveness of Students of Automotive Technology.

Pub Date 70

Note—163p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106. Document Not Available from EDRS.

Descriptors—*Auto Mechanics (Occupation), Bibliographies, College Students, Doctoral Theses, Industrial Technology, *Motivation, *Problem Solving, Research Methodology, *Student Attitudes

Identifiers—Achievement Motivation, *Problem Solving Effectiveness

Sixty students were categorized into a stratified four-group design to ascertain the predictive value of achievement motivation as it relates to: (1) diagnostic problem solving ability, (2) diagnostic problem solving knowledge, and (3) student attitude toward the course. Each of the four groups represented varying strengths of achievement motivation following their simultaneous classification as high or low in Achievement and Test Anxiety. The students were also assigned to one of three strata on the basis of scholastic aptitude scores to assure that the four groups were equal in scholastic ability. Two-way analysis of variance technique was used, and Scheffe's "Test for Multiple Comparisons" was also applied when the F-test revealed a significant difference. Conclusions were: (1) The group highest in strength of achievement was statistically superior on both the problem solving performance and the problem solving knowledge variables to the group lowest in strength of achievement, (2) The group with high scholastic ability was also statistically superior on both variables to the group lowest in scholastic ability, and (3) No significant differences were found in attitude scores, either between groups or between the three levels of scholastic ability. This Ed.D. thesis was submitted to the University of Missouri. (GR)

ED 041 130

Mason, William H.

Attitudes of Indiana High School Principals and Counselors Toward Industrial Arts.

Pub Date 70

Note—183p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106. Document Not Available from EDRS.

VT 011 301

Descriptors—*Administrator Attitudes, Bibliographies, *Counselor Attitudes, Doctoral Theses, *Industrial Arts, Public Schools, Questionnaires, *Senior High Schools, *State Surveys. Identifiers—Likert Type Attitude Scale

An attitude scale and a personal biographical background information form were sent to 474 public senior high school principals and 436 counselors in Indiana to determine: (1) their acceptance of industrial arts as a school subject, (2) their views of industrial arts in relation to other subjects, and (3) relationships between attitudes and selected personal and biographical background factors. Some of the findings include: (1) an overall favorable attitude among principals and counselors toward industrial arts, (2) an agreement with the objectives, expected educational outcomes, and tenets of industrial arts, (3) favorable attitudes toward industrial arts as a curriculum offering, (4) a view of industrial arts as a part of a general education rather than vocational education, and (5) a positive relationship between the attitudinal scores of the respondents and their school enrollment, their undergraduate major, their supervision of industrial arts, and their exposure to and experience with industrial arts. Several recommendations are included. This Ed.D. thesis was submitted to the University of Missouri. (GR)

ED 041 131

Froelich, Donald Max

A Comparison of Two Methods of Assessing Textbook Readability of Selected College Level Electronics Textbooks.

Pub Date 70

Note—158p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106. Document Not Available from EDRS.

Descriptors—Bibliographies, *Cloze Procedure, College Students, Comparative Analysis, Doctoral Theses, *Electronics, Industrial Arts, *Reading Ability, Reading Level, *Statistical Analysis, *Textbook Evaluation

Identifiers—*Flesch Reading Ease Formula

Fifty-eight students enrolled in basic electronics courses from three state colleges in Missouri, were involved in comparing the cloze readability technique with the Flesch Reading Ease Formula to ascertain the effectiveness of each in assessing the readability of selected college level electronics textbooks. Pearson product-moment correlations were computed to show the relationship between the cloze tests and the achievement tests. T-tests of the difference between two means for correlated samples and for independent samples were computed to analyze the difference of the measures of readability at the Grade 9 and Grade 15 levels. It was concluded that: (1) Cloze test scores identified the readability levels in a manner more consistent with the abilities of college students than did the Flesch Reading Ease Formula, (2) The ability of the students to comprehend the written material was not predicted by the readability levels as assessed by the Flesch Reading Ease Formula, and (3) No significant difference existed between the two levels of readability of the written materials assessed by the Flesch Reading Ease Formula. This Ed.D. thesis was submitted to the University of Missouri. (GR)

ED 041 132

Gallup, Leland L.

Work Performed by Building Construction Technicians within Selected Building Construction Companies of Missouri with Implications for Training.

Pub Date 70

Note—178p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106. Document Not Available from EDRS.

Descriptors—Administrative Personnel, Bibliographies, Building Trades, *Construction Industry, Doctoral Theses, *Engineering Technicians, Interviews, *Job Training, *Occupational Information, Occupational Surveys, Subprofessionals, Superintendents, Trade and Industrial Education, *Work Experience

Identifiers—*Building Construction Technicians

To facilitate the writing of relevant curriculums for building construction technicians, this study collected data concerning the occupational characteristics, job descriptions, and specialized training requirements for these employees. Data were obtained through interviews with 25 em-

employees from 13 building construction firms within the State of Missouri. A total of 84 job functions were performed by the five administrators, 13 superintendents, four estimators, and three engineering assistants who responded. Of these job functions, 43 required involvement with data, 40 required involvement with people, and one required involvement with things. Conclusions were: (1) Work performed by technicians requires specialized training and involves both on-the-job and preemployment training within 13 subject matter areas, and (2) Technicians with the job title of administrator, estimator, or engineering assistant tend to have a similarity of job functions whereas superintendents tend to remain a separate group, requiring their own subject matter content. This Ed.D. thesis was submitted to the University of Missouri. (GR)

ED 041 133 VT 011 309

Herr, James F.
Illustrated Instruction Sheets as a Supplement to Teaching Manipulative Operations in Graphic Arts Via Video Taped Closed Circuit Television.
Pub Date 70
Note—279p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106
Document Not Available from EDRS.

Descriptors—Bibliographies, Classroom Materials, *Closed Circuit Television, Doctoral Theses, *Graphic Arts, Industrial Arts, Instructional Aids, *Instructional Materials, Programed Materials, *Teacher Developed Materials
Identifiers—*Illustrated Instructional Sheets

A total of 68 introductory graphic arts students were involved in this two-group controlled experiment. One group was assigned illustrated and the other non-illustrated procedure sheets to supplement closed circuit televised instruction and one instructor. Pretests and posttests were administered to determine the relative effectiveness of each approach on the dependent variables. Some of the findings and conclusions are: (1) Illustrated instruction sheets were significantly superior to the use of non-illustrated sheets with regard to manipulative performance, (2) The group using illustrated instruction sheets required less laboratory time and assistance, (3) High ability students achieved at a significantly greater level in informational achievement and retention and had a significantly more positive attitude toward graphic arts than low ability students, and (4) Illustrated instruction sheets may be expected to result in a better quality of work with respect to manipulative performance. This Ed.D. thesis was submitted to the University of Missouri. (GR)

ED 041 134 VT 011 324

McCuecheon, R. W. And Others
Motor Vehicle Repairs and Inspection Personnel—Manpower Development Program. Final Report, 1 July, 1968-31 December, 1969.
Michigan Univ., Ann Arbor. Highway Safety Research Inst.

Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.

Report No.—HSRI-HuF-7

Pub Date 30 Apr 70

Note—249p.

EDRS Price MF-\$1.00 HC-\$12.55

Descriptors—*Educational Programs, Employment Opportunities, *Federal Programs, Job Skills, *Manpower Needs, *Motor Vehicles, Surveys, *Trade and Industrial Education
Identifiers—Federal Highway Administration

A perennial problem facing vocational educators is the need to correlate required on-the-job skills and knowledge with the instruction in the corresponding vocational education program. Using this as an objective, data were gathered on current automotive mechanic training programs by reviewing selected government reports and related literature and by interviewing people knowledgeable of such programs. Some major findings are: (1) Public high schools perform most of the automotive mechanic preemployment vocational training, (2) A shortage of highly skilled, experienced mechanics exists while demand for inexperienced graduates of high school automotive mechanic vocational training courses is relatively light, (3) More mechanics are trained annually than are absorbed, and (4) The present system of selection for participation in a high school preemployment vocational training program is inappropriate and inefficient. The report

recommends further studies to establish a training employment system that will (1) provide a realistic level of auto mechanic preemployment training, (2) produce an adequate supply of trained entry-level automotive service and repair personnel, and (3) give reasonable assurance to the enrollee that a competitive wage and a challenging career are available at the entry level. (Author/JS)

ED 041 135 VT 011 327

National Research Coordinating Units Directors' Conference, Proceedings (Houston, Texas, April 7-9, 1970).

Pub Date Apr 70

Note—87p.

EDRS Price MF-\$0.50 HC-\$4.45

Descriptors—*Conference Reports, Curriculum Research, *Educational Research, Evaluation, Federal Legislation, Handicapped, *Research Coordinating Units, Research Needs, Speeches, *Vocational Education

This publication contains texts of papers presented at the National Research Coordinating Units Directors' Conference, which was attended by 65 participants representing Research Coordinating Units (RCU), state and federal education departments, universities, and other organizations. Presentations were: (1) "New Vistas in Research," by M. Essex which points out research developments and needs in vocational technical education, (2) "The Support Role of the RCU," by J. Moss, Jr. which emphasizes the RCU functions of research, development, and dissemination in supporting vocational education, (3) "RCU's: A Basis for Reassessment," by G. Swanson which discusses principles that can serve as a basis for RCU evaluation, (4) "Education Professions Development Act: Its Purposes, Process, and Needs," by C.H. Buzzell which provides insights into vocational education needs that assist in designing RCU support strategies, (5) "Methodology of Curriculum Development: Technical Education Research Center Electromechanical Project," by D.S. Phillips which reports a research and development project, and (6) "The Research Implications of Vocational Education for the Handicapped," by J.E. Williams which describes the role of RCU's in vocational education research for the handicapped. (SB)

ED 041 136 08 VT 011 331

Brandon, George L., Ed.
Research Viability, 1969-70. Reports on Selected Research Studies in Vocational, Technical, and Practical Arts Education.

American Vocational Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0633

Pub Date Jun 70

Grant—OEG-2-7-070633-3021

Note—151p.; Reprinted from the American Vocational Journal

Available from—American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (\$3.25)

EDRS Price MF-\$0.75 HC-\$7.65

Descriptors—*Bibliographies, Curriculum, Disadvantaged Groups, Educational Planning, Educational Programs, *Educational Research, Evaluation, Guidance, Handicapped, Manpower Development, Manpower Needs, Occupational Information, Professional Personnel, *Research Reviews (Publications), Residential Schools, Systems Approach, *Vocational Education

Identifiers—*New Careers

Research reviews in this volume are a consolidation of Research Viability articles published in the "American Vocational Journal" from September 1969 through May 1970. The reviews are arranged by sub-topic in these major sections: (1) Manpower Research, (2) Exemplary Programs and Residential Schools, (3) Comprehensive Planning, (4) Guidance and New Careers, (5) Vocational Education Curriculum, (6) Accreditation and Evaluation, (7) Report on Vocational Research, (8) Disadvantaged and the Handicapped, and (9) Development of Professional Personnel. Each topic includes editorial comments by the author and a bibliography of completed studies reported in this volume and related studies. Author and title indexes for the entire volume are provided. (SB)

ED 041 137 VT 011 338

Tomlinson, Robert M. And Others
An Invitational National Conference for Health Occupations Education, Proceedings (New Orleans, February 4-6, 1970).

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Jun 70

Contract—OEC-0-9-644015-4716(399)

Note—245p.

Available from—National Conference for Health Occupations Education, College of Education, University of Illinois, Urbana, Illinois 61801 (\$1.75)

EDRS Price MF-\$1.00 HC-\$12.35

Descriptors—*Conference Reports, Curriculum, *Educational Programs, Entry Workers, *Health Occupations Education, Personnel Policy, *Program Development, *Program Planning

To stimulate and facilitate exchange of developments and ideas between approximately 292 health leaders from 45 states and 2 territories, position papers were presented, reactors provided applications and implementation of the topics, and discussion groups identified questions, offered examples of existing solutions to problems, and recommended further actions and program developments. Six opening speeches and luncheon addresses concern the contributions of vocational education to health occupations education, and the challenges facing health education services. Position papers were: (1) "Utilization and Preparation for our Health Care Delivery System(s)" by E. Kerr, (2) "Coordination and Cooperation in Planning, Developing, and Conducting Health Occupations Education Programs" by J. Hamburg, (3) "Occupational Exploration and Entry Level Programs in Health Occupations Education," by L. Borosage, (4) "Personnel Resources Development for Health Occupations Education" by R.E. Kinsinger, and (5) "Operational Strategies and Resources for Extending Health Occupations Education Programs" by R.N. Evans. Discussion summaries, recommendations, a conference evaluation, and several papers related to conference issues are included. (SB)

ED 041 138 VT 011 346

Convention Proceedings Digest (Boston, Massachusetts, December 6-10, 1969).

American Vocational Association, Washington, D.C.

Pub Date May 70

Note—243p.

Available from—Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (single copies \$2.50)

EDRS Price MF-\$1.00 HC-\$12.25

Descriptors—Adult Vocational Education, *Conference Reports, Educational Policy, Educational Programs, Educational Research, Post Secondary Education, Secondary Education, Teacher Education, *Vocational Education

To provide current information on vocational education, proceedings of the 1969 American Vocational Association Convention were prepared by recorders appointed for each area. Sections are: (1) general sessions, (2) awards and citations, (3) House of Delegates, (4) Program of Work and Policy Resolutions, (5) departments of adult, postsecondary, secondary, and teacher education, (6) departments of research and evaluation, special and related programs, and supervision and administration, (7) educational divisions of agriculture, business and office, distribution, home economics, industrial arts, technical, and trade and industry, (8) divisions of new and related services, including guidance, health occupations education, manpower, research, and vocational instructional materials, (9) related groups and organizations, and (10) a listing of architectural, educational, and commercial exhibitors. (SB)

ED 041 139 08 VT 011 347

Lanham, Frank W. And Others
Development of Performance Goals for a New Office and Business Education Learnings System (NOBELS). Final Project Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0414

Pub Date Apr 70

Grant—OEG-0-8-08414-3733(083)

Note—349p.

EDRS Price MF-\$1.50 HC-\$17.55

Descriptors—*Business Education, *Curriculum Development, Educational Objectives, *Office Occupations Education, Performance Criteria, Sampling, Secondary Schools, *Systems Approach

Identifiers—*New Office And Business Education Learning System, NOBELS

The ultimate objective of the New Office and Business Education Learning System (NOBELS) is an office occupations curriculum congruent with the concepts in the organic curriculum theory. The final report of this phase of research has developed an inventory of 375 educational specifications in behavior terms that represent basic tasks performed by 16-24 year old office workers. Based on empiric data collected by interview from 1,232 office employees and their supervisors from four areas of the United States, the educational specifications were drawn from 4,548 basic tasks and 32,447 steps of task performance. Pointed toward the classroom practitioner and learner in public secondary and community college education, the inventory of goals will affect instruction for office preparation through media developers, state and local supervisors, curriculum committees, teacher educators in business and office education, and certain innovative schools. Additional outputs of NOBELS include (1) a Taxonomy of Office Activities (ED 021 140), (2) two correlative studies on Interaction Critical Incidents and Hardware Used in Office Task Performance, (3) a Talent Inventory, and (4) the NOBELS Verbs and Synonyms. The feasibility study for NOBELS is available as ED 023 894. (JS)

ED 041 140

VT 011 359

Liles, Parker Liles, Zenobia T.

A Guide for the Improvement of Typewriting Instruction.

Georgia State Dept. of Education, Atlanta. Div. of Vocational Education.

Pub Date 68

Note—199p.; Second edition

EDRS Price MF-\$1.00 HC-\$10.05

Descriptors—Business Education, Educational Principles, Handicapped Students, *Instructional Improvement, *Office Occupations Education, *Program Guides, Secondary Grades, *Teaching Methods, *Typewriting

This program guide was prepared by two business education leaders for use in teaching typewriting on the secondary level. In addition to offering suggestions on teaching techniques and methods, this 4-semester outline presents the major organizational problems facing the typewriting teacher. Specific problems given attention include teaching the handicapped, allowing for individual differences, student evaluation, and the psychological principles of teaching typewriting. Other topics included in the 25 chapters cover: (1) keyboard presentation, (2) speed development, (3) problem solving in production typewriting, (4) importance of demonstrations, (5) educational and personal background of typewriting teachers, (6) room layout and equipment, (7) teaching aids, and (8) research in typewriting. Most of the chapters have a separate bibliography. (JS)

ED 041 141

VT 011 361

Finch, Curtis R. And Others

Instructional Resources for Vocational-Technical Education: Teacher Attitude, Resource Availability, and Resource Utilization.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Feb 70

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—*Resource Materials, *Teacher Attitudes, *Technical Education, *Use Studies, *Vocational Education

Semantic differential scales were used to collect data from 100 high school teachers representing eight area vocational-technical schools in Central Pennsylvania, in order to determine their attitudes toward classroom and nonclassroom instructional resources and to examine interrelationships among teacher attitudes toward resources and resource utilization and

availability. Results indicated that the teacher group generally had a more favorable attitude toward "traditional" instructional resources as opposed to "progressive" materials. The traditional materials were also used more often and were more readily available. Relationships between attitude and use and between availability and use were generally positive and significant. Factor analysis of attitude variables revealed that teachers may view instructional resources in accordance with their personal involvement with resource preparation, selection, presentation, and application. The results indicate that preservice and inservice experience should be provided to acquaint teachers with new resources. (SB)

ED 041 142

VT 011 362

McKinney, Floyd Lee

Citizens Perceptions and Professional Educators Expectations Regarding the Vocational Citizens Advisory Committee.

Pub Date 69

Note—388p.

Available from—University Microfilms, Inc., 300

North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Activities, *Administrative Personnel, *Advisory Committees, Comprehensive High Schools, Doctoral Theses, Expectation, *Role Perception, *Vocational Education, *Vocational Education Teachers

Identifiers—*Michigan

To identify differences in the perceptions of vocational educators and school administrators concerning the functions and operations of the advisory committee and to identify relationships between perceived functions and operations and selected background variables, questionnaires were mailed to advisory committee members, vocational educators, and school administrators associated with six comprehensive Michigan schools. Data analyses included the use of chi square one-way-analysis of variance. An 82.5 percent response yielded these findings: (1) Generally, the respondents were young to middle age, were well educated, but had limited experience in vocational education courses and with advisory committees, (2) Age of respondents, years enrolled in high school vocational education courses, and college courses taken in administration, philosophy, or teaching of vocational education were the most important background variables associated with differences of opinion, and (3) Several differences of opinion were found. The findings suggest that educational programs for both educators and committee members would improve understanding. This Ph.D. dissertation was submitted to Michigan State University. (Author/SB)

ED 041 143

VT 011 380

Gysbers, Norman C., Ed. Pritchard, David H., Ed.

National Conference on Guidance, Counseling, and Placement in Career Development and Educational-Occupational Decision Making, Proceedings (University of Missouri, Columbia, Oct. 20-24, 1969).

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Oct 69

Contract—OEC-0-9-644-008-4734(399)

Note—109p.

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors—Career Planning, *Conference Reports, Federal Legislation, Guidance Objectives, Guidance Personnel, *Job Placement, *Occupational Guidance, Program Improvement, *Vocational Counseling, *Vocational Education

A conference on guidance, counseling, and placement services comprised the first step in developing programs to serve the five populations identified in the Vocational Education Amendments of 1968. Those populations are (1) high school youth, (2) those who have completed or discontinued their formal education and are preparing to enter the labor market, (3) those who have already entered the labor market but need to upgrade their skills or learn new ones, (4) those with special educational handicaps, and (5) those in postsecondary schools. Manuscripts are included for the following presentations: (1) "Career Guidance in the 1970's" by Felix C. Robb, (2) "What Do We Really Know About Career Development?" by Samuel H. Osipow, (3) "Restructuring of Educational Practices Related

to Objectives for Guidance and Placement for Career Development" by L.G. Townsend, (4) "What Are the Personnel and Non-Personnel Resources Available and Needed to Meet the Vocational Guidance, Counseling, and Placement Needs of People" by Edwin L. Herr, (5) "Operational Goals, Policies, and Functions for Guidance as Seen from the Vocational Education Amendments of 1968" by Kenneth B. Hoyt. Summaries of task group discussions and a list of 151 participants are included. (CH)

ED 041 144

VT 011 395

Kahler, Alan A. And Others

Instructional Approaches and Content in Vocational Education.

American Educational Research Association, Washington, D.C.

Pub Date 70

Note—69p.; Papers presented at the Annual Meeting of the American Educational Research Association (Minneapolis, Minn., Mar. 5, 1970)

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—Academic Achievement, *Conference Reports, *Educational Strategies, Guidance Services, Problem Solving, Resource Materials, Speeches, Teacher Attitudes, Teacher Education Curriculum, Teaching Methods, Teaching Techniques, *Vocational Education

This collection of papers presented at the 1970 Annual Meeting of the American Educational Research Association includes: (1) "An Experimental Evaluation of the Effectiveness of Selected Techniques and Resources on Instruction in Vocational Agriculture," by A.A. Kahler and others, discussing the influence of techniques and methods on student attainment in selected subject matter areas, (2) "Individual Learner Variables and the Prescribing of Instructional Methods: An Experimental Investigation" by R.W. Haskell, reporting the relationship between selected personality variables of learners and their academic performance, (3) "The Effectiveness of Selected Self-Instructional Approaches in Teaching Diagnostic Problem Solving" by C.R. Finch, describing the effects of three different approaches of teaching trouble-shooting, (4) "A Factor Analysis of the Common Training Needs in Teacher Education Programs for Occupational Education" by E.W. Courtney, presenting an approach to developing common curriculums for vocational teachers, and (5) "A Multi-Dimensional Approach to the Guidance Concept Among Secondary School Personnel" by C.I. Jones and P.S. Vivekananthan, discussing an attempt to determine differences in selected educational and career concepts held by secondary school faculty. (SB)

ED 041 145

VT 011 398

Smeltz, LeRoy C.

An Analysis of Occupational Titles and Competencies Needed in Agricultural Food Products Processing Plants.

Pub Date Dec 69

Note—159p.

Available from—University Microfilms, Inc., 300

North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Agricultural Education, *Cluster Grouping, College Graduates, *Employment Level, *Food Processing Occupations, Grains (Food), High School Graduates, *Masters Theses, Meat, Occupational Information

To identify, rate, and cluster groups of competencies and occupational titles at entry and advance levels for occupations in five food products commodity areas, data were collected by interviews with personnel managers in 25 Pennsylvania food processing plants. Some findings were: (1) There were meaningful competency factor and occupational title groups for both levels in each commodity area, (2) With the exception of fieldmen and workers, managers placed little emphasis on a prospective employee's residential background, (3) A 4-year college education was desirable for the managerial occupational titles, quality control technicians, and plant engineers, while a high school education was desirable for the occupational titles of salesman, worker, processor, truck driver, buyer, maintenance mechanic, and production supervisor, and (4) On-the-job training and short courses offered by the plant or industry were the methods of inservice education used most often to train em-

employees. These data imply that there is need for food processing occupational training at secondary, postsecondary, and college levels. This Ed.D. thesis was sent to The Pennsylvania State University. (SB)

ED 041 146 08 VT 011 425

Henrich, Robert R. And Others
A Study of Purchasing Occupations in Health Care Facilities. Interim Report.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0627

Pub Date May 70

Grant—OEG-0-8-080627-4672(085)

Note—166p.

EDRS Price MF-\$0.75 HC-\$8.40

Descriptors—*Curriculum Development, Educational Needs, Educational Programs, *Health Occupations Education, *Hospitals, *Purchasing, Research Projects, Tables (Data), *Task Analysis

Identifiers—UCLA Allied Health Professions Projects

Medical facility purchasing is a field for which there is little historical background of curriculum development. To determine the content of an educational curriculum in the field, data on the frequency, supervision, and difficulty of performance in 208 task elements were obtained from a survey of 131 individuals in 29 institutions. In addition a questionnaire concerning general purchasing practices was mailed to the administrators of the institutions. Some findings and recommendations were: (1) Most hospitals have some kind of central purchasing facility, and both centralized and decentralized purchasing commonly exist at the same institution, (2) Purchasing functions are generally performed with little or no supervision and do not involve high levels of difficulty, (3) Nearly every purchasing function is performed at some time by persons other than purchasing agents, (4) Since diversity of policies and procedures exist, flexible curriculums should be constructed, and (5) Instructional units should be designed to combine tasks related to a common function. Background information for the project may be found in ED 037 570 and other allied health projects are available as VT 011 426-VT 011 432 in this issue. (SB)

ED 041 147 08 VT 011 426

Henrich, Robert R. Goldsmith, Katherine L.
Hospital Pharmacy Technician Project; Development and Validation of the Task Inventory. Interim Report.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0627

Pub Date Mar 70

Grant—OEG-0-8-080627-4672(085)

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Curriculum Development, Educational Needs, *Health Occupations Education, *Pharmacists, Research Projects, *Subprofessionals, *Task Analysis

Identifiers—UCLA Allied Health Professions Projects

Evaluations of existing pharmacy personnel programs and personal interviews with leaders in the field were conducted to develop a pharmacist and technician task list. Using the survey instrument developed for other occupations, the National Technical Advisory Committee for Pharmacy analyzed and validated the task list. The final organization of the task list contains tasks performed by the pharmacist and technician in dispensing pharmaceuticals, manufacturing bulk compound, prepackaging, sterile solution manufacturing, purchasing and storing, and administration of pharmaceuticals. It was recommended that the task list be used as a guide to break down each task into smaller units and that the tasks be analyzed to determine whether they should be taught in a classroom or clinical situation. In addition to the task list development, the need for pharmacy technicians was demonstrated. Additional background information is available in ED 037 570 and other allied health projects are available as VT 011 425-VT 011 432 in this issue. (SB)

ED 041 148 08 VT 011 427

Gosman, Minna L. And Others

Occupational Analysis of Tasks Performed in a Medical Record Department. Interim Report.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0627

Pub Date Apr 70

Grant—OEG-0-8-080627-4672(085)

Note—90p.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—*Curriculum Development, Educational Needs, Educational Programs, *Health Occupations Education, *Medical Record Technicians, Research Projects, Tables (Data), *Task Analysis

Identifiers—UCLA Allied Health Professions Projects

A survey of 48 hospitals and extended care facilities was conducted to analyze those tasks which are performed by personnel within the medical record department and to determine the components of a medical record curriculum. In addition a survey was made of the Medical Record National Technical Advisory Committee (NTAC) and other experts to evaluate the performance of the medical record department function. Survey results revealed no discernible relationship between criticality, difficulty, and technical knowledge as rated by the NTAC. Also, the NTAC rated most tasks higher in difficulty than the personnel performing the tasks. There were 25 percent of the respondents who had no previous training before employment in the medical record department. A major implication for curriculum development was that it would be possible to provide vertical and lateral mobility for personnel in the medical record department by grouping tasks into educational categories and developing a progression of skills and knowledge to meet performance levels. Additional background information is available in ED 037 570 and other allied health projects are VT 011 425-VT 011 432 in this issue. (SB)

ED 041 149 08 VT 011 428

Goldsmith, Katherine L. And Others

A Study of Nursing Occupations; Registered Nurse, Licensed Vocational/Practical Nurse, and Nursing Aide. Interim Report.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0627

Pub Date Apr 70

Grant—OEG-0-8-080627-4672(085)

Note—127p.

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors—*Curriculum Development, Educational Needs, Educational Programs, *Health Occupations Education, *Nursing, Research Projects, Tables (Data), *Task Analysis

Identifiers—UCLA Allied Health Professions Projects

To determine nursing tasks and make curriculum recommendations based on these tasks, a survey instrument of nursing tasks was developed by a project committee, validated by the National Technical Advisory Committee for Nursing, and administered to 450 nursing personnel representing 48 hospitals and extended care facilities. An 88 percent response yielded these results and suggestions: (1) All categories of nursing personnel performed 60 percent of the tasks, (2) The setting of the agency appears to be a factor in the utilization of the lower skilled worker (Nursing Aide) in more critical nursing tasks, (3) Routine safety and comfort measures as well as nutrition and elimination tasks are performed more frequently by Nursing Aides and Licensed Vocational/Practical Nurses, which implies that the basic instructional unit should be concentrated in these areas, and (4) Administrative tasks are done most frequently by Registered Nurses which suggests that this content should be in the more advanced nursing education sequence. Additional background information is available in ED 037 570 and other allied professions projects are VT 011 425-VT 011 432 in this issue. (SB)

ED 041 150 08 VT 011 429

Freeland, Thomas E.

A Study of the Occupation of Electroencephalographic Technician. Interim Report.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0627

Pub Date Apr 70

Grant—OEG-0-8-080627-4672(085)

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Curriculum Development, Educational Needs, Educational Programs, *Electroencephalography, *Health Occupations Education, Research Projects, *Subprofessionals, Tables (Data), *Task Analysis

Identifiers—UCLA Allied Health Professions Projects

To validate a task list for the occupation of electroencephalograph (EEG) technician, which was derived by project staff members and reviewed and amended by the EEG National Technical Advisory Committee, 109 questionnaires were distributed to four different samples. A 60 percent response revealed: (1) The task list was highly representative of those tasks which are currently being performed by EEG technicians, (2) The technician does not receive a high degree of supervision in the performance of his job, (3) Few of the tasks were perceived as being difficult to perform, and (4) Advisory committee members perceived that each task was done more frequently, required a greater degree of supervision, and was more difficult to perform than did the other samples. On the basis of survey data, it was concluded that training programs should contain educational content relevant to each task on the list. Additional background information is available in ED 037 570 and other allied health professions projects are VT 011 425-VT 011 432 in this issue. (SB)

ED 041 151 08 VT 011 430

Wood, Lucile A.

The Nursing Program in the UCLA Allied Health Professions Projects. Summary Report.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0627

Pub Date Apr 70

Grant—OEG-0-8-080627-4672(085)

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Behavioral Objectives, *Conceptual Schemes, *Curriculum Development, Educational Programs, *Health Occupations Education, *Nursing, Post Secondary Education, *Task Analysis, Units of Study (Subject Fields)

Identifiers—UCLA Allied Health Professions Projects

To up-date information on the nursing occupations portion of the Allied Health Professions Project, the current status of the program and future projections are described. The 306 nursing tasks, which were developed by project staff and validated through a national survey, have been re-established into three lists. The lists take into account the "frequency rating" and "criticality rating" of each task and present those tasks performed by all categories (NA/LVN(LPN)/RN), those by the RN/LVN(LPN) only, and those by the RN only. Based on these categorical listings, the next step is to determine what units comprise the total course, and in what sequence the units should be taught. Each unit will be made up of one or more modules, and these modules may be transferred from one occupational cluster to another. Possible progression through the curriculums is illustrated by a schematic chart. Additional background information is available in ED 037 570, and other allied health professions projects are VT 011 425-VT 011 432. The interim report for the nursing occupations portion is VT 011 428. (SB)

ED 041 152 08 VT 011 431

Kurtski, Joel Goldsmith, Katherine L.

A Study of an Emerging Occupation: The Gastroenterology Assistant. Interim Report.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0627

Pub Date Mar 70

Grant—OEG-0-8-080627-4672(085)

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Curriculum Development, Educational Needs, Educational Programs, *Health Occupations Education, *Job Development, *Occupational Information, On the Job Training, Research Projects, *Subprofessionals
Identifiers—*Gastroenterology Assistant, UCLA Allied Health Professions Projects

To determine the need, desirability, and training requirements for a gastroenterology assistant training program, interviews with gastroenterologists, a survey of 15 hospitals, and observations of gastroenterology laboratories were conducted. In addition, a questionnaire to ascertain which laboratory tests the assistant would perform was administered to 18 of the 27 physicians surveyed. Some findings and recommendations were: (1) The need for a gastroenterology assistant was supported, (2) A job description has been formulated, (3) A short on-the-job training program, with a comprehensive training manual, would be appropriate in most cases, (4) The suggested training program could provide a means of upgrading existing personnel skills, and (5) A salary range of \$5,000 to \$7,000, with opportunities for advancement, would be adequate in many cases. Additional background information is available in ED 037 570 and other allied health professions projects are VT 011 425-VT 011 432 in this issue. (SB)

ED 041 153 08 VT 011 432

Kingston, Richard D.

Dental Auxiliary Occupations. Interim Report.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0627

Pub Date Apr 70

Grant—OEG-0-8-080627-4672(085)

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Core Curriculum, *Curriculum Development, *Dental Assistants, *Dental Hygienists, *Dental Technicians, Educational Needs, Educational Programs, *Health Occupations Education, Research Projects, Task Analysis

Identifiers—UCLA Allied Health Professions Projects

As part of a dental auxiliaries project, a Dental Auxiliary National Technical Advisory Committee was established, and its major undertaking was to assist in the development of a functional inventory for each of the three dental auxiliary occupations (dental assisting, dental hygiene, and dental laboratory technology). The analysis consisted of subdividing the task list into five categories and developing a survey instrument to answer questions about each task function. Currently, 900 survey instruments have been distributed nationally, and the results will be summarized in a later report. The instructional format which allows for individualized instruction, consists of 18 units intended to encompass skills and concepts required for performance in each dental auxiliary functional area. Core and sub-core curriculum possibilities are being selected. Additional background material is available as ED 037 570 (RIE July 1970), and other allied health professions projects are VT 011 425-VT 011 431 in this issue. (SB)

ED 041 154 VT 011 440

Mannbach, Alfred James

The Effectiveness of Structured Occupational Experience for Instructors of Agricultural Occupations.

Pub Date 69

Note—176p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Agricultural Education, College Teachers, Doctoral Theses, *Inservice Education, *Knowledge Level, *Off Farm Agricultural Occupations, On the Job Training, Secondary School Teachers, *Teacher Attitudes

Identifiers—*Illinois

To determine the effect of an intensive 4-week experimental education program on the behavior of agricultural occupations teachers, two independent samples were selected consisting of an experimental group of 11 high school and 7 junior college teachers and a control group of 11 high school teachers. Only the experimental group received an organized program of inservice education, instruction, and structured on-the-job oc-

cupational experiences in agricultural firms. Three pretest instruments were completed by the junior college instructors, and all the teachers completed the posttest at the conclusion of the experiment. In addition, ratings and descriptions of program effectiveness were collected from participating businessmen. The mean posttest scores of the junior college instructors who completed the experimental program were significantly higher than their mean pretest scores. The overall reaction to the programs by the teachers and businessmen was excellent to good. Agricultural education should continue to develop and offer short-term inservice education programs. More emphasis should be placed upon developing instruments to evaluate new and innovative programs in agricultural education. This Ed.D. dissertation was presented to the University of Illinois. (SB)

ED 041 155 VT 011 454

Hawkrige, David G. And Others

A Study of Selected Programs for Vocational Education in Secondary Schools. Final Report.

American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—AIR-848-1-70-FR

Pub Date Jan 70

Contract—OEC-0-9-089013-2471(010)

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—Bibliographies, Graduate Surveys, High School Graduates, *Program Effectiveness, *Program Evaluation, *Secondary Grades, *Vocational Education, *Vocational Followup

To identify and describe secondary vocational education programs that have been successful in increasing the total placement rate when compared with other courses of instruction, 445 programs were selected through a literature search, mail and telephone inquiries, personal contacts, and other means. The evaluation of each program was studied, particularly the followup of graduates. In addition, on-site evaluations were made by project staff of evaluation problems in 30 programs. The project staff was unable to show that any of the program met the study's criteria for success. Nearly one-half of the programs did not have comprehensive followup information on their graduates, and no trends could be detected nor suitable comparisons made of those approximately 148 programs that had nearly complete followup records. In order to obtain detailed information on graduates, more complex, fine-grained followup would be required. It was also recommended that a randomized group be selected for followup and that the same procedure be applied to select a comparable group of nonvocational graduates. (Author/SB)

ED 041 156 VT 011 463

Somers, Gerald G., Ed.

Proceedings of the Annual Winter Meeting, Industrial Relations Research Association (22nd, New York City, N.Y., December 29-30, 1969).

Industrial Relations Research Association, Madison, Wisc.

Pub Date Feb 70

Note—362p.

Available from—Industrial Relations Research Association, 7114 Social Science Building, University of Wisconsin, Madison, Wisconsin 53706 (\$5.00)

EDRS Price MF-\$1.50 HC Not Available from EDRS.

Descriptors—Adult Vocational Education, *Collective Bargaining, *Culturally Disadvantaged, *Federal Programs, *Industrial Relations, Labor Unions, *Manpower Development, Minimum Wage, Youth Employment

More than 50 authors contributed to the papers at this conference, which emphasized the industrial relations aspects of education and manpower. Campus revolts were discussed in this perspective, and sessions were devoted to the economics of education and collective bargaining in the schools. Manpower programs were approached from the standpoints of their impact on metropolitan areas, private initiative in their development, and their relationship to economic growth. New departures were also seen in the sessions devoted to organizational development and to labor relations in hospitals. Even in the ses-

sions devoted to employer and union bargaining, the overall emphasis was on new goals, approaches, and strategies. (Author/BH)

ED 041 157 08 VT 011 481

Miller, Wayne W. And Others

A Guide for the Development of Residential Vocational Education.

Oklahoma State Univ., Okmulgee. School of Technical Training.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-7003

Pub Date 15 May 69

Grant—OEG-0-9-467003-2477(085)

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Curriculum, Educational Philosophy, *Guidelines, Instructional Materials, Instructional Staff, *Program Development, *Residential Schools, Site Selection, Student Employment, Students, *Vocational Education, Vocational Followup

Prepared by consultants, conference participants, and project staff, this document contains guidelines, discussion, and recommendations for implementing residential vocational education programs in these sequentially arranged chapters: (1) Philosophical Guidelines for Residential Vocational Schools, (2) Who Should be Served by Residential Vocational Schools, (3) What Kind of Curricula, Course Objectives, and Instructional Materials Best Serve Students in Residential Vocational Schools, (4) Staff and Faculty Requirements for Residential Vocational Schools, (5) Where Should Residential Vocational Schools Be Located, (6) What Facilities Should Be Provided for a Residential Vocational School. Some of the recommendations which accompany each chapter were: (1) Primary emphasis should be given to students in the 14-21 age range, (2) Employment needs for a state should be determined by a job demand survey or from existing material, (3) College preparation need not be required of residential staff, but inservice education should be provided, and (4) Good employment opportunities must be insured for graduates. A listing of consultants and conference officials, reaction of conference participants, and a position paper summary are appended. (SB)

ED 041 158 08 VT 011 482

Smith, Robert L. And Others

Work Orientations of Teenagers. Final Report.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0118

Pub Date 69

Contract—OEC-5-85-067

Note—110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—*Educational Change, Educational Improvement, *Information Dissemination, *Information Utilization, Models, *Research Utilization, *Social Change, Vocational Education

It is relatively easy to gather data but to disseminate and ensure utilization of that data in a way which will induce meaningful change is not so easy. In exploring the reasons for the apparent resistance to social change, a series of three dissemination activities were organized for school personnel using materials developed on the work orientation of teenagers. These activities provided insight into the problems encountered when endeavoring to promote change. As they were identified, the problems were classified as (1) psychological resistance, (2) sociological resistance, (3) ecological resistance, (4) economic resistance, and (5) political resistance. A suggested general principle to follow in planning such activities is to identify sufficient similarities of the new context with contexts familiar to the participants. Specific suggestions were also made regarding materials content, participant's role, the format of the activity, and implementation of objectives. (JS)

ED 041 159 VT 011 510

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Spring 1970.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—166p.

Available from—ERIC Clearinghouse for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (Quarterly-Fall, Winter, Spring, Summer, \$11.00 per year).

EDRS Price MF-\$0.75 HC-\$8.40

Descriptors—Agricultural Education, *Annotated Bibliographies, Business Education, Clearinghouses, Distributive Education, Health Occupations Education, Home Economics Education, Indexes (Locators), Industrial Arts, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material, the setting for use of the material, and source of available copies. Abstracts are included under the following sections: Agricultural, Business and Office, Distributive, Health Occupations, Home Economics, Industrial Arts, Technical, Trade and Industrial, and General Vocational and Technical Education. An author index, document number index, and subject index are provided. Most of the documents which have not been announced in "Research in Education" are available as a separate microfiche set from the ERIC Documents Reproduction Service (VT 011 551). Others are available from the source identified in the abstract. (CD)

ED 041 160 08 VT 011 518

Stroup, Katherine L. Anderson, Floyd L.

Nurses Aide and Hospital Orderly, Course Description.

Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0187

Pub Date 69

Grant—OEG-3-6-000383-0848

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—Annotated Bibliographies, Case Studies, Course Descriptions, Course Objectives, *Curriculum Guides, *Disadvantaged Youth, *Dropout Rehabilitation, *Health Occupations Education, Motivation Techniques, *Nurses Aides, Out of School Youth, Teaching Techniques, Unemployed

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

Prepared by an instructor and curriculum development specialist of the Minnesota Work Opportunity Center, this course is designed to train dropout and/or hard-core unemployed youth for occupations as aides or orderlies in hospitals and nursing homes. Each student enrolled in the program receives a personal orientation, and after demonstrating the necessary skills and self-confidence, they receive practical experience in a hospital under the instructor's supervision. A cooperative program with the University of Minnesota hospitals has been initiated whereby students receive theory and basic skills in the classroom and when they are ready to do patient care, they are employed on a part-time basis until completion of the course. Content is broken down into short instructional topics in orientation to nursing, basic nurse's aide procedures, and first aid. An annotated bibliography is included, and brief descriptions of the Center's instructional areas, a listing of teaching techniques and motivation devices, and case studies are appended. Related materials are available as VT 011 518-VT 011 533 in this issue. (SB)

ED 041 161 08 VT 011 519

Decker, George Anderson, Floyd L.

Reading, Course Description.

Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0187

Pub Date 69

Grant—OEG-3-6-000383-0848

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Annotated Bibliographies, Course Descriptions, Course Objectives, *Curriculum Guides, *Disadvantaged Youth, Dropout Programs, *Dropout Rehabilitation, Educational Innovation, Individualized Instruction, Motivation Techniques, Out of School Youth, *Reading Instruction, Teaching Techniques, Unemployed, *Vocational Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This course description was developed by educators for use at the Work Opportunity Center which was established to teach high school dropouts and hard-core unemployed youth. The objectives of this reading curriculum are to develop skills of retarded readers, further develop skills of adequate readers, and develop an appreciation for reading. Instructional units which are taught on an individual basis in an innovative atmosphere, cover: (1) diagnosis of reading difficulty, (2) improvement of work recognition and analysis, (3) improvement of comprehension and interpretation, (4) improvement of reading rate, and (5) development of attitudes and interests. Also included in the description are a program evaluation, an annotated bibliography, teaching techniques and materials, and case studies. Related materials are available as VT 011 518-VT 011 533 in this issue. (JS)

ED 041 162 08 VT 011 520

Clifford, Jack W. And Others

Service Station Attendant and Light Automotive Maintenance, Course Description.

Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0187

Pub Date 69

Grant—OEG-3-6-000383-0848

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Annotated Bibliographies, Attendants, Auto Mechanics, Course Descriptions, Course Objectives, *Curriculum Guides, *Disadvantaged Youth, Dropout Programs, *Dropout Rehabilitation, Service Education, *Service Occupations, Teaching Techniques, *Trade and Industrial Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

Prepared by instructors and curriculum specialists, this course of study was designed to meet the individual needs of the dropout and/or hard-core unemployed youth by providing training as a service station attendant and light automotive maintenance mechanic. The achievement level of each student is determined at entry, and small instructional units are used to provide continuing positive reinforcement to minimize frustration. Training in this area is conducted in a public service station operated by the Work Opportunity Center. Instruction is provided in driveway sales, lubrication engine tune-up, brake work, and other repair and maintenance tasks short of major overhaul or body work. Students may receive such related instruction as mathematics, sales, accounting, and communications at the Center in addition to the related units taught at the station. Brief descriptions of other instructional areas, teaching techniques, material utilization, motivational devices, and case studies are appended. Related materials are available as VT 011 518-VT 011 533 in this issue. (GR)

ED 041 163 08 VT 011 521

Hunt, Edward B. Anderson, Floyd L.

Small Engine Maintenance and Repair, Course Description.

Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0187

Pub Date 69

Grant—OEG-3-6-000383-0848

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Annotated Bibliographies, *Auto Mechanics, Course Descriptions, Course Objectives, *Curriculum Guides, *Disadvantaged Youth, Dropout Programs, *Dropout Rehabilitation, Motivation Techniques, Power Mechanics, Teaching Techniques, *Trade and Industrial Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

Prepared by an instructor and curriculum specialists, this course of study was designed to meet individual needs of the dropout and/or hard-core unemployed youth by providing skill training, related information, and supportive services knowledge in small engine maintenance and repair. Students enrolled in this course work independently on a variety of two and four cycle gasoline engines, with instructional units in servicing, adjustment, repair, and overhaul. The achievement level of each student is determined at entry and small instructional units provide continuing positive reinforcement and minimize frustration. Brief descriptions of other instructional areas, teaching techniques, materials utilization, motivational devices, and case studies are appended. Related materials are available as VT 011 518-VT 011 533 in this issue. (GR)

ED 041 164 08 VT 011 522

White, Thomas C. Anderson, Floyd L.

Food Preparation and Service, Course Description. Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0187

Pub Date 69

Grant—OEG-3-6-000383-0848

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Annotated Bibliographies, Case Studies, Course Descriptions, Course Objectives, *Curriculum Guides, *Disadvantaged Youth, *Dropout Rehabilitation, *Food Service Occupations, Foods Instruction, Motivation Techniques, *Occupational Home Economics, Out of School Youth, Teaching Techniques, Unemployed, Work Attitudes

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

Prepared by an instructor and curriculum development specialist of the Minnesota Work Opportunity Center, this course is designed to help dropout and/or hard-core unemployed youth develop knowledge and skills needed for food service occupations. Originally, students were allowed to enter training at any time and for any block of time, but this resulted in too many part-time students. A new program was developed for full-time students which includes classroom instruction and kitchen experiences. In the kitchen, the student begins at the entry level and gradually progresses through a series of tasks until he becomes the supervisor for a week. At the end of the program, students are qualified for the position of salad worker, short order cook, cook's helper, kitchen worker, baker's helper, and waitress or waiter. Instructional topics are soups and sauces, vegetables, meats, salads, desserts and bakery items, and buffet and customer service. An annotated bibliography is included, and brief descriptions of the Center's instructional areas, a listing of teaching techniques and motivation devices, and case studies are appended. Related materials are available as VT 011 518-VT 011 533 in this issue. (SB)

ED 041 165 08 VT 011 523

Bly, Ervin Anderson, Floyd L.

Offset Printing, Course Description.

Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0187

Pub Date 69

Grant—OEG-3-6-000383-0848

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Annotated Bibliographies, Course Descriptions, Course Objectives, *Curriculum Guides, *Disadvantaged Youth, Dropout Programs, *Dropout Rehabilitation, Graphic Arts, Motivation Techniques, *Printing, Teaching Techniques, *Trade and Industrial Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

Prepared by an instructor and a curriculum development specialist, this course of study was designed to meet the individual needs of the dropout and/or hard-core unemployed youth by providing skill training, related information, and supportive services knowledge about offset printing. The course provides training in offset printing and related darkroom procedures. The level of achievement of each individual is determined, and small instructional units are used to provide

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continuing positive reinforcement and to minimize frustration. Instructional units include composition and layout, process camera operation, stripping, plate making, small press, and finishing operations. Brief descriptions of other instructional areas, teaching techniques, material utilization, motivational devices, and case studies are appended. Related materials are available as VT 011 518-VT 011 533 in this issue. (GR)

ED 041 166 08 VT 011 524

Brown, Harry J. Anderson, Floyd L.
Social Communications, Course Description.
Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0187

Pub Date 69

Grant—OEG-3-6-000383-0848

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Annotated Bibliographies, *Communication (Thought Transfer), Course Descriptions, *Curriculum Guides, Disadvantaged Youth, *Dropout Rehabilitation, Motivation Techniques, Out of School Youth, Social Adjustment, *Social Development, Socially Maladjusted, Teaching Techniques, Unemployed, *Vocational Education, Vocational Training Centers

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

Using federal, state, and local funds, the Work Opportunity Center provides guidance, skill training, and supportive services for the dropout and/or hard-core unemployed youth 16 to 21 years of age. This paper describes the social communications course offered by the Center. Offering individual as well as group coverage, the course includes independent study in psychology, government, labor unions, and human relations. Student interests and needs are given primary attention. The course is designed to develop the student's ability to think and interact with others in order to achieve personal happiness and vocational adjustment. Related materials are available as VT 011 518-VT 011 533 in this issue. (BH)

ED 041 167 08 VT 011 525

Joseph, Michael P. Almen, Roy E.

A Work Opportunity Center for Minneapolis, Minnesota. Final Report.

Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0187

Pub Date Jun 70

Grant—OEG-3-6-000383-0848

Note—218p.

EDRS Price MF-\$1.00 HC-\$11.00

Descriptors—*Disadvantaged Youth, Dropout Characteristics, *Dropout Programs, *Dropout Rehabilitation, *Educational Innovation, Job Skills, Out of School Youth, Program Evaluation, Unemployed, *Vocational Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, Minnesota Work Opportunity Center

Many efforts have been made to reach the high school dropout in order to help him find employment and to graduate from high school. One such effort is the Work Opportunity Center in Minneapolis which was established to serve this group as well as the hardcore unemployed youth. Creative innovations, individualized attention, change, and flexibility are the guidelines for this well staffed program which offers instruction in vocational education. Half of the students selected for participation needed followup medical treatment, came from homes where parents were either divorced or separated, and ranked low on aptitude. A followup study of students completing the program showed that those students who attended the Center were better paid, possessed positive self concepts, and were better adjusted than their non-attending peers. This final report which provides detailed information concerning the center's activities will be of special benefit to those interested in establishing similar centers. It is also part of a set of related materials available as VT 011 518-VT 011 533 in this issue. (JS)

ED 041 168 08 VT 011 526

Shelso, Bessie Anderson, Floyd L.

Homemaking (Clothing and Interior Decorating), Course Description.

Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0187

Pub Date 69

Grant—OEG-3-6-000383-0848

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Annotated Bibliographies, Case Studies, Clothing Instruction, Course Descriptions, Course Objectives, *Curriculum Guides, *Disadvantaged Youth, *Dropout Rehabilitation, Employment Opportunities, *Homemaking Education, Interior Design, Management, Motivation Techniques, Out of School Youth, Teaching Techniques, *Unemployed

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

Prepared by an instructor and curriculum development specialist of the Minnesota Work Opportunity Center, this course is designed to aid the dropout and/or hard-core unemployed youth develop skills in clothing and interior decorating. The approach focuses on the individual and the goals he desires to accomplish. During the first interview, the instructor attempts to determine the student's concerns, motives, and feelings so that a program can be planned around these factors. To provide positive reinforcement and minimize frustration, content is broken down into small instructional units in the areas of management, interior decorating, wardrobe planning, clothing construction, fabric care, and job opportunities. An annotated bibliography of books, pamphlets, and audiovisual aids is included, and brief descriptions of the Center's instructional areas, a listing of teaching techniques and motivational devices, and two case studies are appended. Related documents are available as VT 011 518-VT 011 533 in this issue. (SB)

ED 041 169 08 VT 011 527

Vickstrom, Sandra E. Anderson, Floyd L.

Communications, Course Description.

Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0187

Pub Date 69

Grant—OEG-3-6-000383-0848

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Annotated Bibliographies, *Communication Skills, Course Descriptions, Course Objectives, *Curriculum Guides, *Disadvantaged Youth, Dropout Problems, *Dropout Rehabilitation, Educational Innovation, Individualized Instruction, Out of School Youth, Teaching Techniques, Unemployed, *Vocational Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This course description was developed by educators for use at the Work Opportunity Center which was established to teach high school dropouts and/or hard-core unemployed youth. The ultimate objectives of this curriculum are to develop communicative skills necessary for social interaction and to help the student complete high school graduation requirements. Instructional topics such as (1) words, (2) correctness of expression, (3) rules for writing, (4) expression, and (5) reading materials, are taught on an individualized basis in an atmosphere of "learning by doing." Other features of this course description are a program evaluation, an annotated bibliography, teaching techniques and materials, and case studies. Related materials are available as VT 011 518-VT 011 533 in this issue. (JS)

ED 041 170 08 VT 011 528

Benna, Sandra Anderson, Floyd L.

Creative Art, Course Description.

Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0187

Pub Date 69

Grant—OEG-3-6-000383-0848

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Annotated Bibliographies, *Art, Art Expression, Case Studies, Course Descriptions, Course Objectives, *Curriculum Guides, *Dropout Rehabilitation, Motivation

Techniques, Out of School Youth, Teaching Techniques, *Unemployed, *Vocational Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

Prepared by an instructor and curriculum development specialists of the Minnesota Work Opportunity Center, this document describes an art course which affords the dropout and/or hard-core unemployed youth an opportunity to discover, explore, design, and evaluate. The approach focuses on the individual and what he wants to accomplish. During the initial interview, questions are asked to determine what areas of art the student is most interested in, his strongest areas, and areas where skills need to be developed or strengthened. The art program offers two broad selections, the "breadth experience" or the "depth experience," with the former being the choice of most. Content is broken down into small instructional units of design, plastic elements, drawing and painting, printing, sculpture, and lettering. An annotated bibliography of books, periodicals, and audio-visual materials is included. Brief descriptions of the Center's instructional areas, a listing of teaching techniques and motivational devices, and some case studies are appended. Related materials are available as VT 011 518-VT 011 533 in this issue. (SB)

ED 041 171 08 VT 011 529

Briscoe, Albert J. Anderson, Floyd L.

Dry Cleaning, Course Description.

Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0187

Pub Date 69

Grant—OEG-3-6-000383-0848

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Annotated Bibliographies, Course Descriptions, Course Objectives, *Curriculum Guides, *Disadvantaged Youth, Dropout Programs, Educational Innovation, Individualized Instruction, Motivation Techniques, Out of School Youth, *Service Occupations, Teaching Techniques, *Unemployed, *Vocational Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This course description was developed by educators for use at the Work Opportunity Center which was established to teach high school dropouts and/or hard-core unemployed youth. The ultimate objectives of this course are to prepare students for employment in dry cleaning occupations and to assist them in completing their high school graduation requirements. Instruction in marking, invoicing, and customer service is on an individualized basis conducted in an innovative atmosphere of "learning by doing." Included in this course description are a program evaluation, an annotated bibliography, teaching techniques and materials, and case studies. Related materials are available as VT 011 518-VT 011 533 in this issue. (JS)

ED 041 172 08 VT 011 530

Boyer, Jerome L. Anderson, Floyd L.

Marketing and Merchandising, Course Description.

Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0187

Pub Date 69

Grant—OEG-3-6-000383-0848

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Annotated Bibliographies, Course Descriptions, Course Objectives, *Curriculum Guides, *Disadvantaged Youth, *Distributive Education, Dropout Programs, *Dropout Rehabilitation, Educational Innovation, Individualized Instruction, *Marketing, Motivation Techniques, Out of School Youth, Teaching Techniques, Unemployed

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This course description was developed by educators for use at the Work Opportunity Center which was established to teach high school dropouts and/or hard-core unemployed youth.

The ultimate objectives of the marketing and merchandising curriculum are to prepare students for careers in distribution and to assist them in graduating from high school. Instruction includes topics on retailing, the sales process, and human relations on an individualized basis conducted in an innovative atmosphere of "learning by doing." Features of this course description include a program evaluation, an annotated bibliography, a summary of teaching techniques and materials, and case studies. Related documents are available as VT 011 518-VT 011 533 in this issue. (JS)

ED 041 173 08 VT 011 531

Denny, Walter E. Anderson, Floyd L.
Machine Tool Operation, Course Description.
Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0187

Pub Date 69

Grant—OEG-3-6-000383-0848

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Annotated Bibliographies, Course Descriptions, Course Objectives, *Curriculum Guides, *Disadvantaged Youth, Dropout Programs, *Dropout Rehabilitation, *Machine Tool Operators, Machinists, Motivation Techniques, Semiskilled Workers, Teaching Techniques, *Trade and Industrial Education
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

Prepared by an instructor and curriculum specialists, this course of study was designed to meet the individual needs of the dropout and/or hard-core unemployed youth by providing them skill training, related information, and supportive services knowledge in machine tool operation. The achievement level of each student is determined at entry, and small instructional units provide continuing positive reinforcement and minimize frustration. Training in machine tool operation stresses the development of skills through practical experiences. Machines used include the drill press, engine lathe, bench grinder, surface grinder, cutoff saw, and vertical and horizontal milling machines. Upon completion of this training the student is qualified for a variety of entry level positions in machine shops. Brief descriptions of other instructional areas, teaching techniques, material utilization, motivational devices, and case studies are appended. Related materials are available as VT 011 518-VT 011 533 in this issue. (GR)

ED 041 174 08 VT 011 532

O'Neill, Robert Anderson, Floyd L.
Business Education, Course Description.
Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0187

Pub Date 69

Grant—OEG-3-6-000383-0848

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—Annotated Bibliographies, *Business Education, Course Descriptions, Course Objectives, *Curriculum Guides, *Disadvantaged Youth, Dropout Programs, *Dropout Reha-

bilitation, Educational Innovation, Individualized Instruction, Motivation Techniques, *Office Occupations, Out of School Youth, Teaching Techniques, Unemployed

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This course description was developed by educators for use at the Work Opportunity Center in teaching high school dropouts and hard-core unemployed youth. The ultimate objectives of the business education curriculum at the Center are to prepare students for employment in clerical occupations and to assist them in completing their high school graduation requirements. Instruction including typing, filing, and office machines is on an individualized basis conducted in an innovative atmosphere of "learning by doing." Also included in the course description is a program evaluation, an annotated bibliography, a summary of teaching techniques, and case studies. Related materials are available as VT 011 518-VT 011 533 in this issue. (JS)

ED 041 175 08 VT 011 533

Silverstein, Idebelle G. Anderson, Floyd L.
Homemaking (Personal Improvement and Foods), Course Description.

Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0187

Pub Date 69

Grant—OEG-3-6-000383-0848

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Annotated Bibliographies, Case Studies, Child Care, Course Descriptions, Course Objectives, *Curriculum Guides, *Dropout Rehabilitation, Foods Instruction, *Homemaking Education, Home Management, Hygiene, Individual Instruction, Motivation Techniques, *Out of School Youth, Teaching Techniques, *Unemployed

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

Prepared by an instructor and curriculum development specialist of the Minnesota Work Opportunity Center, this document describes a course designed to aid the dropout and/or hard-core unemployed youth develop skills in personal improvement and foods. The approach focuses on the individual and what he wishes to accomplish. Students who desire to take the course complete an information form which is then used to outline a course of study based on the stated goals. The course is flexible, and content is broken down into small instructional units in order to provide continuing positive reinforcement and to minimize frustration. In addition to the information form, each student completes an accomplishment form at the end of each unit, and both forms are filed in his folder where they are accessible to both the student and instructor. Instructional topics and an annotated bibliography are included for the areas of personal improvement, foods, home management, and child care. Brief descriptions of the Center's instructional areas, a listing of techniques and motivational devices, and two case studies are appended. Re-

lated materials are available as VT 011 518-VT 011 533 in this issue. (SB)

ED 041 176 VT 011 534

Vocational Education Amendments of 1968. Public Law 90-576. Third Report.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date 10 Jul 70

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Advisory Committees, *Disadvantaged Groups, Dropout Rehabilitation, Employment Services, *National Organizations, Program Development, *Reports, Residential Schools, *Vocational Education, Work Experience Programs

Identifiers—*National Advisory Council On Vocational Education, Public Law 90 576, Vocational Education Amendments Of 1968

The focus of the third report of the National Advisory Council is on effectively preparing the disadvantaged for full participation in society. The United States has developed into a technological society with no place for the uneducated, unskilled individual. Though the present educational system works well for the majority, 20 percent of the population is now excluded because of inadequate educational opportunity. The primary reason this nation has not yet established a society in which there is equal opportunity to learn and work is that it has not yet tried. To achieve individual potential, the nation should: (1) recognize that employment is an integral part of education by establishing an employment agency in every secondary school, including part-time employment in the curriculum, and providing further education for the dropout, (2) give priority to programs for the disadvantaged without separating them from the mainstream of education, (3) encourage parents and students to participate in the development of vocational programs, and (4) establish residential schools for those who need them most. (SB)

ED 041 177 VT 011 551

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Spring 1970.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—13,511p.

EDRS Price MF-\$48.25 HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Clearinghouses, Distributive Education, Health Occupations Education, Home Economics Education, Indexes (Locators), Industrial Arts, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced with VT numbers only in the Spring 1970 issue (VT 011 510) of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM) are included in this microfiche set. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the author and subject index from AIM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

The first of these is the fact that the medical profession is not a homogeneous group. There are many different types of physicians, each with their own special interests and concerns. For example, a general practitioner may be more concerned with the health of the community as a whole, while a specialist may be more concerned with the health of a specific group of patients. This diversity of interests can make it difficult to reach a consensus on any given issue.

Second, the medical profession is often divided along lines of race, ethnicity, and social class. These divisions can lead to different perspectives on the same issue, and can make it difficult to find common ground. For example, a physician from a minority group may be more concerned with the health of their own community, while a physician from a majority group may be more concerned with the health of the general population.

Third, the medical profession is often divided along lines of ideology. Some physicians believe in a more traditional, paternalistic model of medicine, while others believe in a more patient-centered model. These differences in ideology can lead to different perspectives on the same issue, and can make it difficult to find common ground.

Finally, the medical profession is often divided along lines of geography. Physicians in different parts of the country may have different concerns and interests. For example, a physician in a rural area may be more concerned with the health of the local community, while a physician in an urban area may be more concerned with the health of the general population.

These four factors—diversity of interests, divisions along lines of race, ethnicity, and social class, divisions along lines of ideology, and divisions along lines of geography—can all make it difficult to reach a consensus on any given issue. However, it is not impossible. In order to reach a consensus, the medical profession must first acknowledge these divisions and work to bridge them. This can be done through a variety of means, including dialogue, education, and the formation of coalitions.

Dialogue is one of the most important tools for reaching a consensus. By listening to each other and sharing their perspectives, physicians can begin to understand each other's concerns and interests. This understanding can then be used to find common ground and reach a consensus.

Education is another important tool for reaching a consensus. By educating each other about the different perspectives and concerns of the various groups within the medical profession, physicians can begin to build a more unified front.

Finally, the formation of coalitions is another important tool for reaching a consensus. By joining forces with other groups that share their concerns and interests, physicians can increase their influence and make it easier to reach a consensus.

In conclusion, the medical profession is a complex and diverse group. It is often divided along lines of race, ethnicity, social class, ideology, and geography. These divisions can make it difficult to reach a consensus on any given issue. However, it is not impossible. By acknowledging these divisions and working to bridge them through dialogue, education, and the formation of coalitions, the medical profession can reach a consensus and work together to improve the health of the community.

PROJECT SECTION

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The résumés in this section are in numerical order by EP number only. These project descriptions cover current Office of Education research projects and cannot be ordered from the ERIC Document Reproduction Service.

SAMPLE ENTRY

Identification number assigned to project documents as they are processed. **EP 011 005** 24

Title of the Research Project. **A Small Project Research Proposal in Secondary School Science.**

Investigator(s) — individual(s) conducting the project. **Investigator—Walton, George
Western New Mexico Univ., Silver City
Bureau No.—BR-7-G-045
Proposal date—29 Mar 67
Grant—OEG-7-8-00045-0020-010**

Institutional Source — organization responsible for the research activity. **Descriptors — *Chemistry Instruction, *Curriculum Development, *Science Education, *Scientific Concepts, *Secondary School Science, Scientific Principles.**

Bureau Number—project number assigned by the Bureau of Research. **Start date—16 Jan 68 End date—30 April 68**

Proposal Date—when proposal was submitted to Bureau of Research. **A project to produce a modified course in Secondary School Chemistry for the isolated multiethnic schools of Southwestern New Mexico will be conducted to complete the planning phase that has been started, to design and produce the curriculum content, of educational research. (AL)**

Informative Abstract. **Legislative Authority Code for identifying the legislation which supported the research activity.**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Descriptors — major subject terms assigned which characterize the substantive content of a project. When identifiers are used they will follow the descriptors. Identifiers are additional terms not found in the Thesaurus of ERIC Descriptors.

Start Date and End Date—starting and anticipated ending dates for the research project.

Abstractor's initials.

EP 012 265 24
A Proposal to Design New Patterns for Training Research, Development, Demonstration/Dissemination, and Evaluation Personnel in Education.
**Investigator—Harootunian, Bert
Syracuse Univ., N.Y.
Bureau No.—BR-0-9038
Contract—OEC-0-70-4767**
Descriptors—*Cooperative Programs, *Educational Programs, *Interagency Cooperation, *Interdisciplinary Approach, *Training Objectives
Start Date 19 Jun 70 End Date 18 Dec 70
Some general specifications for a training program which will train, from a multidisciplinary base, researchers, developers, demonstrators/disseminators, and evaluators to function with varying levels of competency in different institutions will be outlined. A major university will function as the coordinator of all activities. Other cooperating agencies include various institutions of higher education, government agencies, public schools, and private industry. The design phase of this program will be an initial test of the feasibility of using a cooperative organization to attain the training objectives. Data relating to the cooperative effort will be kept so that an evaluation can be made of the processes employed before the beginning of the operational phase. This proposal is operating under the assumptions that the present rate of social change will continue, that curriculum and instructional development in training programs should go beyond the conventional modifications of courses and credit hours, and that the preparation of educational personnel should be increasingly a joint endeavor involving a variety of professionals. Training activities will focus on the trainees' goals. (CK)

EP 012 266 24
Competency-Based Education Development Project.
Investigator—Lamb, George S. Grover, Burton L.
**Western Washington State Coll., Bellingham.
Bureau No.—BR-0-8061
Grant—OEG-0-70-4538**
Descriptors—*Educational Development, *Field Studies, *Models, *Teacher Education
Start Date 1 Jun 70 End Date 30 Jun 71
Western Washington State College and four local school districts will conduct a Teacher Corps program during 1970-72. Present Teacher Corps plans call for fieldtesting an individualized, competency-based training model for corps members. This project proposes to implement the field-testing plan in such a way that: (a) improvements are made in the training model, and (b)

the field-test plans are more fully developed into a model that can be used to field-test other training models. The project proposes to employ two persons to monitor the tryouts of the various parts of the training model. They will aid initial revision; periodically collect and report information about the training of interns; and note subsequent revisions of the training model. Evaluators will organize a more generalizable field-test model partly on the basis of their experiences with this evaluation project. The training model consists of different components, and field-testing will be done separately for each component. Alternate sets of objectives are provided for in the event that substantial changes have to be made in the present plans for the Teacher Corps program. (Author)

EP 012 267 24
Competency-Based Education Development Project.
Investigator—Lougheed, Jacqueline L. Coon, George E.
**Michigan State Univ., Rochester. Oakland Univ.
Bureau No.—BR-0-8062
Grant—OEG-0-70-4536**
Descriptors—Behavior Change, *Disadvantaged Youth, *Educational Programs, *Elementary School Teachers, *Models, Public Schools, *Teacher Education, Universities
Identifiers—*National Teacher Corps
Start Date 1 Jun 70 End Date 30 Jun 71
The task of improving educational conditions and opportunities for children who are products of depressed areas by preparing a cadre of committed, competent teachers has been undertaken by a major university in association with a public school system and the National Teachers Corps. Ten elementary teacher training program models developed under contracts with the Bureau of Research in 1968 provide an array of conceptual designs to facilitate the implementation of competency-based teacher training programs. There are several assumptions common to all of the models: (1) The teacher is able to make and carry out instructional decisions; (2) Teacher competencies can be defined in terms of specific behaviors and learning experiences; (3) Appropriate instructional modules can be developed for teacher training programs; (4) Control systems can monitor each program, providing flexibility and adaptability for individual students; (5) Simulated laboratory situations are important component elements in learning activities designed to provide clinical skills to teachers; and (6) Teacher training is a cooperative venture between universities and public schools. The training program to be implemented will utilize various design elements from these models (CK)

EP 012 268 24
The Development and Preliminary Evaluation of an Experimental Competency-Based Teacher Education Program Using Teacher Corps Interns at Texas Southern University.
**Investigator—Belcher, Leon H. And Others
Texas Southern Univ., Houston.
Bureau No.—BR-0-8063
Grant—OEG-0-70-4539**
Descriptors—*Educational Development, *Program Evaluation, *Teacher Education, *Teacher Interns
Start Date 1 Jun 70 End Date 30 Jun 71
A competency-based teacher education program at Texas Southern University will be developed, implemented, and evaluated. Procedures that will be carried out in effecting the program are: (1) determination of elements of the present teacher education program that should be changed; (2) assessment of changes that take place in the teacher education program, in university teacher educators, in teacher corps interns, and in teaching methodologies in local schools; and (3) assessment of the overall impact of the project by use of pre- and post-descriptions and evaluations of changes in instructional behaviors, course structures, and field experience of student teachers. (DB)

EP 012 269 24
Competency-Based Education Development Project.
**Investigator—Estes, Kenneth A. And Others
Western Kentucky Univ., Bowling Green.
Bureau No.—BR-0-8060**
Descriptors—*Educational Development, *Program Evaluation, *Teacher Education, *Teacher Interns
Start Date 1 Jun 70 End Date 30 Jun 71
Implementation and evaluation of a competency-based teacher education program at Western Kentucky University will be carried out. Pre- and post-descriptions of the program will be written, and a description of the process of implementation will be developed, with special emphasis on the intern competencies that are developed. Specific aspects of the program change that will be examined include: role changes for faculty; changes from course structure to instructional modules; opportunities for intern self-pacing and alternative routes; changes toward competency-based curriculum, with stated objectives and performance criteria; changes toward utilization of continuous evaluation of intern progress and program progress; and changes in field experiences and instructional techniques. (DB)

EP 012 270 24
Research and Development for Interactive Teaching of Russian Vocabulary.

Investigator—Stolurow, Lawrence M.
Harvard Univ., Cambridge, Mass.

Bureau No—BR-0-A-055

Grant—OEG-1-70-00055-0016

Descriptors—*College Curriculum, *Computer Assisted Instruction, *Language Instruction, Linguistics, *Russian, *Second Language Learning

Start Date 15 Jun 70

End Date 15 Jun 71

A Computer Assisted Instruction system will be developed for teaching Russian vocabulary. The vocabulary is organized around the Russian lexical root structure, and the text containing the vocabulary allows the student to choose his own learning path. The system will gather and analyze data for basic study in second language acquisition, and will serve as a model for further systems in other languages. The project will demonstrate that principles of programmed instruction can be extended to "free" systems, where students can conduct their own education. Procedures to test the student's foreign language competence will be developed. (Author/DB)

EP 012 271 24

An Examination of the Effects of a New Curriculum Technique on Retention and Understanding.

Investigator—McConkie, George W. Dunn, Bruce R.

Cornell Univ., Ithaca, N.Y.

Bureau No—BR-0-B-084

Grant—OEG-2-70-0037

Descriptors—Analysis of Variance, Computer Assisted Instruction, *Concept Formation, *Psychological Studies, *Recall (Psychological), Research, *Secondary School Students

Start Date 30 Jun 70

End Date 31 May 71

Some of the recent research from psychology which illustrates the importance of organization of information for its subsequent recall will be summarized. An innovative structural communication self-instructional technique and its similarities and differences in comparison with the research mentioned above will be described. A study designed to test the effectiveness of organizational variables in promoting recall for a study unit and to compare the effects of several types of organizations produced during learning will be described. One hundred sixty-eight students will be selected from juniors and seniors enrolled in high schools in the area studied. They will be chosen randomly from a population who have little knowledge of the subject matter used in the study. Three units from materials provided by a communications institute and written for high school level students will be used. The statements of important concepts and facts will be printed on computer cards, one concept per card. The experiment will involve seven experimental conditions, requiring seven groups of 24 students each. Students will sort the information they receive and will be asked to write down as many of the main concepts and facts as they can remember. Recall will be scored according to the number of concepts and facts recalled. The scores will be subjected to a two-way analysis of variance. (CK)

EP 012 272 24

The Interaction between Cognitive Style and Different Learning Situations; Effects upon Information Acquisition Strategies and Learning Efficiency.

Investigator—Humm, H. Larry

State Univ. of New York, Albany. Research Foundation.

Bureau No—BR-0-B-126

Grant—OEG-2-70-0047

Descriptors—Children, *Cognitive Ability, *Concept Formation, Data Collection, *Individual Differences, *Learning Processes, Research, Response Mode, Stimulus Devices, Student Teacher Relationship

Start Date 22 Jun 70

End Date 21 Aug 71

Relationships among the individual's cognitive styles, his information acquisition strategies, and the resultant learning in four different learning situations will be explored. A set of tasks has been developed so that the subject would respond differently, depending upon which of three basic categories of style he used. These conceptual categories are: (1) analytic, (2) inferential, and (3) relational. The long range goal of the project is the development of an integrated program to define the relative contribution of the three classes of variables to the learning performance of the child. The cognitive skills studied will include

skills of memory and skills of manipulating elements from memory. Related variables, such as the students' habitual approach to information or problems, also fall within the scope of this research. The quality of information that the child confronts and the relationship between the child and his teacher will also be examined. The standard instruments for assessing cognitive style will be used to separate subjects into groups defined by high and low number of analytic responses. Each group will be exposed to identical experimental conditions. Information will be presented to the subject in a matrix array, varying in size up to 8 X 8 elements. The subjects' responses will directly control the presentation of stimuli through the use of solid state micrologic. The data from this research will be collected during the 1970-71 school year. (CK)

EP 012 273 24

Development and Testing of Individualized Audio-Tutorial Instruction in Sophomore-Level Plant Morphology.

Investigator—Ball, George, A., Jr. Farrell, William J., Jr.

Bureau No—BR-0-C-009

Grant—OEG-3-70-0034

Descriptors—*Audiovisual Aids, *College Curriculum, Educational Experiments, *Individualized Instruction, *Plant Science, *Programed Instruction

Start Date 30 Jun 70

End Date 1 Jan 72

A community college sophomore-level course in plant morphology will be developed and evaluated. The course will be taught individually, using the audio-tutorial system. The project will be conducted in two phases: Phase One will be the writing and preparation phase, and Phase Two will be an attempt to evaluate the course by comparison with similar courses that are presented in senior colleges. The intent of the project is to provide a method whereby smaller institutions can offer course work in more specialized subject-matter areas. (Author/DB)

EP 012 274 24

The Feasibility of Training Mental Retardates to Use Available Channel Capacity more Economically.

Investigator—Jones, Elvis C. Myers, Donald G. Maryland State Coll., Frostburg.

Bureau No—BR-0-C-029

Grant—OEG-3-70-0035

Descriptors—*Concept Formation, *Educable Mentally Handicapped, *Learning Processes, Measurement Instruments, Mental Retardation, *Retarded Children, *Schematic Studies

Start Date 30 Jun 70

End Date 31 Aug 71

The objectives of this project are to develop materials and procedures adequate for measuring the visual channel capacity of mildly retarded subjects and to use these in determining if retardates are capable of schematic concept formation. The channel concepts of the subjects will be determined by measuring their ability to reproduce checkerboard patterns differing in information content. Using patterns that are within the subjects' ability, the subjects will then reproduce a set of patterns containing a schema and will be compared with subjects receiving nonschematic patterns. Improvement in subjects receiving the schematic patterns would indicate that they are capable of schematic concept formation. The studies would provide information on the visual channel capacities of retardates and would indicate whether they can "learn how to learn" schematic concepts. If the results are positive, steps could then be taken to train retardates (and normal children) how to use their available channel capacity more efficiently. (Author)

EP 012 275 24

Basic Studies of the Ecology of Interpersonal Relationships.

Investigator—Altman, Irwin

Utah Univ., Salt Lake City.

Bureau No—BR-0-0502

Grant—OEG-8-70-0202

Descriptors—*Behavioral Science Research, Communication (Thought Transfer), *Ecological Factors, *Environmental Influences, Family Life, *Interaction Process Analysis, *Interpersonal Relationship, Social Influences, Student Teacher Relationship

Start Date 15 Jun 70

End Date 14 Sep 71

The proposed research focuses on development, management, and deterioration of interpersonal

relationships. Social interaction will be approached from an ecological orientation, i.e., analysis of social process at several levels of functioning (verbal, nonverbal, and use of the physical environment), and as a multidimensional response system, within a theoretical framework developed in earlier research. Because a central aspect of the educational process involves teacher-student and student-student exchange, basic knowledge is required regarding interaction processes which reflect effective communication, impending conflicts, and stages of relationships. Furthermore, because the educational process occurs in a complex physical and social milieu, it is important to understand the role played by the home and school physical environment in social exchange, and how the environment is used in interaction. The research will involve: (1) laboratory studies of nonverbal behavior in situations of interpersonal compatibility and conflict, acquaintanceship, and topical intimacy, (2) field questionnaire-interview studies of early home environments to identify patterns of use of space, territorial behavior, and management of relationships, and (3) theoretical analyses of social processes and specialized analyses of concepts of privacy or crowding. (Author)

EP 012 276 24

Biographical Data as Predictors of College Grades of Negroes and Whites.

Investigator—James, Lawrence R. Taylor, Calvin W.

Institute for Behavioral Research in Creativity, Salt Lake City, Utah.

Bureau No—BR-0-0518

Grant—OEG-8-70-0204

Descriptors—*Caucasians, *College Students, Comparative Analysis, Data Collection, Educational Research, Higher Education, *Negro Students, *Predictive Validity, *Talent Identification, Tests

Identifiers—*Alpha Biographical Inventory

Start Date 15 Jun 70

End Date 14 Jun 72

The central objective of the proposed research is to improve the identification of talent, particularly black talent, with a consequent reduction in the dropout rate of Negro applicants to white colleges. On the basis of all existing data, the Alpha Biographical Inventory (BI) appears to offer substantial promise for making significant contribution to the identification of talent, both academic and creative, for both Negroes and whites. The proposed study would evaluate the actual contribution of the Alpha BI in predicting academic success and failure, provide information about the life history correlates of academic performance in the culturally deprived, and permit a fresh look at old and new procedures as they bear upon the unresolved problem of how to identify Negro talent. A modified form of the Alpha BI will be given to Negro students at approximately five predominantly white American colleges and universities. A comparable number of white students from each school would be randomly sampled for comparison purposes. Pertinent data, such as grade point averages, will be collected for all participating students. All data will be analyzed in a number of ways in order to maximize the research findings. (CK)

EP 012 277 24

Selective and Intentional Forgetting.

Investigator—Bruce, Darryl

Florida State Univ., Tallahassee.

Bureau No—BR-0-0520

Grant—OEG-4-70-0038

Descriptors—*Educational Research, *Memory, Psychological Studies, *Recall (Psychological), *Stimulus Devices, *Word Lists

Start Date 1 Jun 70

End Date 31 May 73

The proposed research represents a continuation of an ongoing program in human forgetting. The general significance of the proposed work lies in the contributions which are expected to be made towards a broader knowledge of the nature of human forgetting. A review of related research is presented. Much of the proposed research represents a direct outgrowth of studies conducted in a state laboratory. Under this method, subjects are presented lists of words, and following each one, they are asked to recall as many of the words as they can in any order they wish. The selective-forgetting feature means that a forget signal is interpolated during some of the lists and that subjects are not responsible for recalling any of the words which preceded the signal, but only

for those which followed it. The paradigm involves a final list, after which some subjects are tested on material which they are under the impression they can forget. The specific directions in which the proposed research will proceed are: (1) the influence of pre-forget-cue information on retention of post-cue material, (2) retention of information preceding a forget cue, (3) testing of similarity of a forget signal and an isolation stimulus, (4) social psychology and selective and intentional forgetting experiments, and (5) extension of experimentation to other laboratory tasks. The project will last for three years. A state university will provide space, equipment, and computational facilities. Introductory psychology students will serve as subjects. (CK)

EP 012 278 24

The Development of Political Thinking in Urban Adolescents.

Investigator—Gallatin, Judith And Others
Eastern Michigan Univ., Ypsilanti.

Bureau No.—BR-0-0554

Grant—OEG-5-70-0032

Descriptors—*Adolescents, Caucasians, Elementary School Students, High School Students, Individual Differences, *Interviews, Metropolitan Areas, Negroes, *Political Attitudes, *Racial Differences, Suburbs, *Surveys
Start Date 1 Jun 70 End Date 31 May 72

The main objective of this study is to discover if there is a distinctive pattern to the growth of political thinking in adolescence. In addition, special interest will be taken in ascertaining whether there are racial and regional variations in the development of political thinking. Some of the questions which will guide the inquiry are as follows: (1) What form of government do black and white adolescents in metropolitan and suburban areas favor at various stages in their development? (2) How do ideas regarding law and order develop among these adolescents? (3) How do these adolescents define the purpose of education at various stages in their development? (4) How do views regarding such issues as public welfare, minority rights, freedom of speech, and crime prevention develop among these adolescents? (5) How do these adolescents define the role of political parties? and (6) What are the views of these adolescents regarding such especially pressing issues as civil disobedience and police-community relations? The influence of sex, social class, and intelligence on political development will also be considered. The investigating method to be employed is that of the intensive interview. The subjects are to be grade and high school students drawn from a metropolitan and suburban area. The metropolitan and suburban samples will consist of 240 subjects each: 120 of them Negro, 120 of them white. There will be an equal number of boys and girls. Parental permission slips will be secured for all subjects who participate. (CK)

EP 012 279 24

Inter-Racial Interaction in the High School: Its Determinants and Effects.

Investigator—Patchen, Martin Davidson, James D.

Purdue Univ., Lafayette, Ind.

Bureau No.—BR-0-0561

Grant—OEG-5-70-0041

Descriptors—Academic Achievement, Educational Environment, Goal Orientation, *High School Students, *Interviews, Questionnaires, *Race Relations, *School Integration, *Student Characteristics
Start Date 1 Jun 70 End Date 31 Jan 72

The purpose of the proposed study is to examine patterns of interaction between black and white students in racially integrated high schools. Interracial interaction will be treated as both a dependent and an independent variable. When considering interracial interaction as a dependent variable, patterns of interaction as a function of factors such as student characteristics, student perceptions, and the characteristics of the schools the students attend will be examined. Eight racially mixed high schools in a major American city will be studied. In each school, informal interviews would be conducted with a relatively small sample of students and teachers, as well as with school administrators, in order to become familiar with the interracial situation in these schools. These interviews would be followed by questionnaires administered to much larger sam-

ples of students and teachers; these would provide more systematic and extensive data. The study will be primarily concerned with factors which affect the amount and nature of interaction between blacks and whites. In addition, the possible effects of different patterns of interaction on the school performance and college-career aspirations of students of both races will be investigated. (CK)

EP 012 280 24

Planning for Educational Decision-Making in the 70's.

Investigator—Elwell, Albert R. And Others
New Hampshire Univ., Durham.

Bureau No.—BR-0-0579

Grant—OEG-0-70-4474

Descriptors—*Educational Objectives, *Educational Research, *Graduate Study, Higher Education, Identification, Information Dissemination, *Institutes (Training Programs), *Instructional Materials, Program Evaluation
Start Date 1 May 70 End Date 30 Jun 71

This proposal is the first phase of a five-year development effort in the area of educational research, to be accomplished through a series of short and intensive educational research institutes. An attempt will be made to create a series of basic building blocks called instructional components. These will be researched and developed until they can stand alone and meet the objectives stated for them. The blocks could then be assembled in any manner a faculty might wish to create a variety of types of programs at the graduate level in educational research. Particular emphasis will be given to components for use with doctoral or post-doctoral students. This development effort will attempt to accomplish the following: (1) creation of a set of specific objectives, (2) identification of necessary specific information, (3) devising a set of procedures for schools to follow, (4) testing and evaluation of these procedures, (5) packaging of the results (curriculum materials, tests, audiovisual aids, etc.), and (6) dissemination of the developed program to schools. The length of the institutes will be from one to six weeks. Field testing will be conducted in various institutions of higher learning as well as many different kinds of educational agencies; most of this testing will be conducted during the summer months. (CK)

EP 012 281 24

Studies in the Theory of Large Groups.

Investigator—McPhee, William N. And Others
Colorado Univ., Boulder.

Bureau No.—BR-0-0444

Grant—OEG-8-70-0203

Descriptors—Data Collection, *Interaction Process Analysis, Models, *Probability Theory, *Social Environment, *Students, *Theories
Start Date 15 Jun 70 End Date 14 Jun 71

Mathematical studies of the social structure of student communities will be conducted. The immediate purpose of this research is to find methods of characterizing the social environments which students provide for one another. In a high school of 2,000 students, for example, up to 4,000,000 pair relationships are possible; in a university of 20,000 students, up to 400,000,000 pair relationships are possible. Usually, a significant fraction of these potential relationships occur in some relevant form. The theory of probabilistic networks, statistical communication theory, and the theory of linear dynamic systems seem particularly useful for this study. The long-run goal of this research is to adapt these theories for the purpose of constructing an adequate theory of large social groups. The first year's work will produce: (1) a published collection of working papers for use by other investigators, and (2) a study design or collaborative plan to obtain field data at an educational site. (Author/CK)

EP 012 282 24

The Contribution of Verbal Descriptions to Visual Memory for Pictures in Nursery-School Children.

Investigator—Brooks, Lee Richard
McMaster Univ., Hamilton (Ontario).

Bureau No.—BR-0-0452

Grant—OEG-0-70-4740

Descriptors—Audiovisual Aids, *Children, *Language Handicaps, *Language Research, *Memory, Preschool Children, Response Mode, Stimulus Devices, *Verbal Ability
Start Date 30 Jun 70 End Date 30 Jun 71

The normal function of words in a small child's memory for familiar objects will be clarified. As a result of this first clarification, additional study will be made to determine the source of memory deficiency in all young children, including those with language disabilities. Two major variables will be investigated in connection with this research. One is the type of verbal material communicated to the child in connection with a material object or picture whose name he is expected to recall. From this standpoint, the following question will be posed for the researcher to answer: Would describing anything which is true about the picture improve retention, or is only a general identification of the object depicted effective? The other major variable to be examined is the relation between the identifying detail and the name. From this standpoint, another question will be posed: Would a name facilitate storage of any salient detail of the picture, or only the details normally connoted by the label? Single presentation of eight-picture arrays and recognition of 16-picture arrays will be used throughout the investigation period. The research will be conducted for a one-year period, and the findings will be disseminated. (CK)

EP 012 283 24

The Effect of Being Able To Control Aversive Stimuli.

Investigator—Geer, James H.
State Univ. of New York, Albany. Research Foundation.

Bureau No.—BR-0-0467

Grant—OEG-2-70-0041

Descriptors—*Behavioral Science Research, *Learning Processes, *Perception, *Response Mode, *Stimulus Behavior, Task Performance
Start Date 15 Jun 70 End Date 31 May 73

The effect of an individual's ability to control aversive stimuli upon the response to those stimuli and upon the controlling response will be studied. There is considerable evidence that individuals who either have perceived or actual control of aversive stimuli are less strongly aroused by those stimuli than individuals who cannot control or who perceive no control. These phenomena will be studied at a behavioral and physiological level in an attempt to gain an overall picture of the effect. It also appears that the perception of no control interferes with subsequent learning of responses that produce control. Thus a more complete understanding of the phenomena may be of great value in dealing with educational problems that arise as a result of the loss of or perception of loss of control. To study the phenomena, various tasks, from problem solving to reaction time, will be associated with gain or loss of perceived or actual control. Behavioral indices of performance and psycho-physiological indices of arousal will be obtained and analyzed. (Author)

EP 012 284 24

Effects of Training on Ethical Reasoning of Children.

Investigator—Jensen, Larry C.
Brigham Young Univ., Provo, Utah.

Bureau No.—BR-0-0264

Grant—OEG-8-70-0201

Descriptors—*Abstract Reasoning, Children, *Concept Formation, *Moral Values, *Preschool Children, *Public Schools, Thought Processes

Start Date 1 Jun 70 End Date 30 Nov 72

Researchers have generally concluded that moral reasoning develops slowly among children and is relatively unaltered by formal instruction. Some recent experiments and a pilot study indicate that rapid gains in moral reasoning about intentionality can result from a brief training program. This proposal will test this basic finding in five other areas of moral reasoning and compare the relative efficiency of at least two instructional procedures. If moral reasoning can be assisted by short periods of instruction, then this finding would have immediate application in the public schools at almost every grade level and across most subject areas in terms of presenting instructional concepts and class supervision. (Author)

EP 012 285 24

Some Determinants of Styles of College Teaching.

Investigator—Freedman, Mervin And Others
Wright Inst., Berkeley, Calif.

Bureau No.—BR-0-0168

Grant—OEG-9-70-0038

218 Project Resumes

Descriptors—*College Teachers, *Professors, *Psychological Characteristics, *Teacher Attitudes, *Teaching Styles

Start Date 16 Jun 70 End Date 30 Jun 71

Research will be conducted to explore the life style of the American college professor. It will focus on those elements of a professor's social and personal situation that are major determinants in the formulation of attitude and action. The information that will be gathered during the course of the study includes: self-perceptions of early life experiences, including childhood memories; educational experiences and factors that led to the choice of a teaching career; the satisfactions and frustrations of academic life to date, including attitudes towards the current academic scene and structures of academic life, as well as feelings about one's own accomplishments; and hopes for the future, both personal and related to what education should be. Data will be gathered through intensive interviews, and will be analyzed and related to hypotheses concerning those aspects of a professor's life that have significant effect on the whole constellation of his values and attitudes. (Author/DB)

EP 012 286 24
Influence of Two Overlapping Linguistic Systems on the English of Harlem Puerto Rican Youth.

Investigator—Shuy, Roger W. And Others
Center for Applied Linguistics, Washington, D.C.
Bureau No—BR-0-0125

Grant—OEG-3-70-0033
Descriptors—*Disadvantaged Youth, English, *Linguistics, *Negroes, *Puerto Ricans, *Sociolinguistics, Speech Habits

Start Date 1 Jun 70 End Date 31 Aug 71

The relationship between the speech of two lower socioeconomic groups, Negroes and second-generation Puerto Rican teenagers in Harlem, will be examined, based on the observation that the Negro population is the main source of informal speech contact with English for many Puerto Ricans. Three types of groups will be compared: (1) lower socioeconomic class Negroes, (2) Puerto Ricans with extensive peer group contact with Negroes, and (3) Puerto Ricans with minimal peer group contact with Negroes. Extensive interviews have been conducted with 45 males. These interviews include spontaneous conversation, direct elicitation of certain types of sentence formation, word-list reading, and minimal word pairs. The analysis will involve correlating linguistic variables with three groups of subjects, and general descriptive statement of the extent of overlapping language constraints that inhibit the learning of standard English. Several new sociolinguistic techniques will be explored. (Author/DB)

EP 012 287 24
A Training Program for Developers and Evaluators of Educational Products.

Investigator—Popham, James W.
California Univ., Los Angeles.
Bureau No—BR-0-9036

Contract—OEG-0-70-4765

Descriptors—*Consortia, *Educational Programs, *Instructional Materials, *Material Development, *Training

Start Date 19 Jun 70 End Date 18 Dec 70

A training program will be designed for developers of educational products and for those who must evaluate such products and the programs in which they are used. The training program will be addressed to three levels of professionals: the beginning practitioner, middle-management personnel, and the specialist. The focus of this program will be on replicability and exportability. Training schemes and instructional materials that can be installed where a need exists are the ultimate goals of this project. The work will be accomplished through a consortium of perhaps three or four agencies, together with a confederation of numerous additional institutions that would serve as contributors as well as practicum sites. (DB)

EP 012 288 24
Influences of Contextual Change on Remembering.

Investigator—Falkenberg, Philippe R.
Wake Forest Univ., Winston Salem, N.C.
Bureau No—BR-0-C045

Grant—OEG-3-70-0032

Descriptors—*Context Clues, *Educational Research, *Memory, *Recall (Psychological), *Retention Studies
Start Date 1 Jun 70 End Date 31 May 71

The generality of the method used to investigate the influence of context in short-term memory (STM) will be further tested, and the nature of this influence will be further explored. The method requires subjects to learn single consonant trigrams (e.g., QSX) and a few second later to recall them. Context is provided by having subjects rapidly count backwards aloud, or add digit pairs aloud, or categorize words aloud. Contextual similarity is provided by making the context before learning the same as before recall, and departures from similarity are achieved by varying the proportion of context before learning that is the same as that before recall. Four experiments will be run: I. Attention to Context, II. Doubled Context, III. Word Context, and IV. Recognition. The proposed research will provide further knowledge of the causes of forgetting and will aid educators in making their programs more efficient. (DB)

EP 012 289 52
A Study of the Library Components in Consortia in American Higher Education.

Investigator—Cuadra, Carlos
System Development Corp., Santa Monica, Calif.
Bureau No—BR-0-9002

Contract—OEG-0-70-2846

Descriptors—*Comparative Analysis, *Consortia, *Cooperative Programs, *Evaluation Techniques, Field Interviews, Information Services, Interagency Cooperation, *Libraries, Library Planning, Models

Start Date 15 Feb 70 End Date 15 Aug 71

A study will be conducted to identify all library components in existence in academic consortia. Within this universe, the operational parameters will be described and defined. These will include, but not be limited to, the analysis and interpretation of the: (1) form and type of the academic library consortium, (2) nature and extent of cooperative library service in program activities involving shared cataloging, shared personnel, interlibrary transactions, communications, computer software and hardware, etc., (3) nature and extent of cooperative effort in the area of resources, such as cooperative acquisitions, shared bibliographical resources, storage centers, etc., (4) form of consortia agreement, (5) source of financial support, and (6) user population. Phase II of the study will utilize the case method approach to measure and evaluate the usefulness and effectiveness of 15 existing academic library consortia to be determined by the contractor and approved by the U.S. Office of Education. On-site interviews and investigations will be used for these in-depth analyses which will include, but not be limited to, the measurement and evaluation of the following factors relating to library consortia: (1) explicit and implicit objectives and the extent to which these are being met, (2) relationship of institutional self-interest and consortium objectives, and (3) prospects for continuing development. Results of these case analyses will be used to design a basic model for academic library consortia. (CK)

EP 012 290 52
Measurement of Effectiveness of Public Library Service.

Investigator—Beasley, Kenneth E. Carhart, Forrest F., Jr.
American Library Association, Chicago, Ill.
Bureau No—BR-0-0587

Grant—OEG-0-70-2295

Descriptors—*Community Education, Data Collection, Evaluation Criteria, Field Interviews, *Information Services, *Libraries, *Library Planning, *Measurement Instruments, Profile Evaluation, Reports, Research

Start Date 30 Jun 70 End Date 31 Jul 71

New types of measuring devices closely related to such questions such as how well a library meets the needs of its community, its awareness of potential and unexpressed needs, and its capacity for long range planning while maintaining flexibility will be developed. Previous research is cited to show that attempts have been made in the past to arrive at measures of quality as opposed to quantity alone. The specific objectives of the project are: (1) to develop criteria to evaluate the effectiveness of a public library's services to its community, (2) to establish acceptable ranges of performance in each criterion, where such ranges are appropriate, and (3) to develop from the data a profile or other device by which an individual library can evaluate its performance. The study is divided into four

phases covering a total period of 21 months. In the first phase, a list of criteria will be developed which appear to measure the effectiveness of a library program. The second phase will involve collecting data on each accepted criterion to test the criteria and to construct a total profile for several libraries. Phase III will cover a visitation to a selected number of libraries by an interdisciplinary team to evaluate the accuracy and reliability of an overall profile. The fourth phase will be the preparation of a final descriptive report with conclusions and recommendations. A major university will provide the necessary office space and basic equipment through the Bureau of Public Affairs. (CK)

EP 012 291 24
Institute for Training Minority Group Research and Evaluation Specialists.

Investigator—Brown, Roscoe C. Miller, Lamar P.
New York Univ., N.Y.
Bureau No—BR-0-0708

Grant—OEG-0-70-4729

Descriptors—Career Planning, Community Education, Educational Planning, *Educational Programs, *Educational Research, Graduate Study, Interagency Cooperation, Interviews, *Minority Groups, *Negro Colleges, *Training Objectives

Identifiers—AERA, *American Educational Research Association
Start Date 6 Jun 70 End Date 31 Dec 70

A plan developed by special interest minority group specialists provides for two phases, a short range program and a long range one. The purpose of this plan is to train minority group specialists in educational research. The long range program will involve the cooperation of the American Educational Research Association (AERA), the U. S. Office of Education, and various universities, including some predominately black universities. This program should include special programs leading to masters and doctors degrees, joint research projects between community agencies, schools, and universities which will help research personnel to maintain and extend their skills, and development of more opportunities for minority group personnel to influence national policy on educational research. The short range plan involves the operation of three projects during the summer of 1970. One project will provide an introductory experience for undergraduate students from predominantly black colleges. The second project is a research training institute to provide an introductory experience in educational research for evaluation specialists in various Title I or community education projects. The third project is a series of visitations to be made by minority group educational researchers to various agencies, schools, and colleges in order to interest minority group members in educational research as a career. Evaluation of the project will involve use of student records, interviews, and observations. (CK)

EP 012 292 24
A Program to Increase Educational Research Awareness Among Undergraduate Students in Predominantly Black Institutions.

Investigator—Gunnell, James B.
Tuskegee Inst., Ala.
Bureau No—BR-0-0714

Grant—OEG-0-70-4780

Descriptors—*College Students, Educational Problems, Educational Programs, *Educational Research, *Graduate Study, *Negro Students, Student Motivation, *Training Objectives, Undergraduate Study

Start Date 22 Jun 70 End Date 31 Dec 70

A six-week training institute will be operated to orient black undergraduate students to the nature of, and general procedures related to, the process of research in education. The primary objectives of the program are: (1) to enable the students to identify pertinent educational problems and to formulate appropriate (researchable) questions, (2) to acquaint students with the general statistical procedures used in the solution of educational problems, and (3) to provide an opportunity for undergraduate students to actually participate in the development of an ongoing educational research project. The primary intent is to create greater receptivity to the educational research process and to stimulate interest that will result in many of these students pursuing graduate studies in the area of educational research. The staff of

the institute will obtain data related to the nature of the research programs needed by black students. Participants will receive six semester hours of undergraduate credit for the training offered during the session. Up to 32 students will participate. Each student must be in good standing in his respective institution, have expressed a desire to pursue graduate studies, and be recommended by three academic people from his institution. (CK)

EP 012 293 24

The Competency-Based Teacher Education Development Projects.

Investigator—Weber, Wilford A.

Syracuse Univ., N.Y.

Bureau No—BR-0-0744

Grant—OEG-0-70-4535

Descriptors—*Communications, *Coordination, *Educational Change, *Educational Coordination, *Program Evaluation, *Teacher Education, *Teacher Qualifications

Identifiers—*Teacher Corps

Start Date 1 Jun 70

End Date 30 Jun 71

The purpose of this project is to facilitate, coordinate, describe, and evaluate the activities of seven fifth-cycle Teacher Corps programs as they develop and implement—to the extent possible—competency-based teacher education programs which utilize the ten National Center for Educational Research and Development teacher education models as a resource. Because competency-based teacher education appears to hold great promise and because fully developed competency-based teacher education programs do not presently exist, there is a need to produce evidence relevant to the implementation, operation, and effectiveness of competency-based programs; the nature of Teacher Corps programs makes them a most suitable context in which to examine the effectiveness of various program dimensions. Moreover, because the knowledge base regarding institutional change processes is so sparse, there exist a need to document as fully as possible the change processes relevant to program and institutional change. The activities of this project would greatly facilitate the goals of the seven NCERD-Teacher Corps programs by providing for greater communication among programs, coordinating resource utilization so as to maximize productivity, relieving programs of most evaluation responsibilities so that maximum resources might be directed toward instructional aspects, and providing resources which otherwise might not be available. (Author)

EP 012 294 24

Development of a Five-Year Plan for the Office of Education and Test of Its Feasibility by Application to Environmental Education.

Investigator—Gordon, Eugene And Others

Tetra Tech, Inc., Arlington, Va.

Bureau No—BR-0-0788

Contract—OEG-0-70-4383

Descriptors—*Budgeting, *Educational Objectives, *Educational Planning, *Environmental Education, *Management Development, *Models, *Task Performance

Start Date 8 Jun 70

End Date 7 Sep 70

A model five-year test plan for management by objectives will be developed by the Office of Education; the feasibility and applicability of this plan will be evaluated by applying it in the area of environmental education. Tasks to be performed in this developmental work include: (1) developing a draft system diagram and supporting target group sub-system diagrams, (2) defining the means by which typical systems planning documents will be converted into detailed plans for each participating organization, (3) defining the means by which budget estimates will be developed, and (4) assisting Office of Education personnel in establishing a program control function to monitor performance of assigned task efforts. (CK)

EP 012 295 24

Planning and Coordinating a Conference of Representative Producers and Publishers for Facilitating the Dissemination of Educational Products.

Investigator—Brickell, Henry And Others

Institute for Educational Development, New York, N.Y.

Bureau No—BR-0-8017

Contract—OEG-0-70-3573

Descriptors—*Conferences, *Information Dissemination, *Instructional Materials, *Interagency Coordination, *Learning Processes

Start Date 15 Apr 70

End Date 20 Jul 70

The purpose of this activity is to provide a setting for convening the principal parties engaged in the creation and production of innovative instructional processes and materials with key representatives of commercial institutions engaged in manufacturing, marketing, and disseminating instructional materials. The outcome of the proposed conference would be a report and recommendations to all concerned, including appropriate officers in the U.S. Office of Education. The ultimate expectation of the conference would be of substantial assistance to all parties in facilitating the relationships that would lead to efficient dissemination of worthy educational products. The contracting agency will, in collaboration with the Office of Education, select 30 participants for the conference, invite them, arrange travel and accommodations, and conduct the conference during a two-day period. In advance of the conference, the contractor will prepare and/or commission three papers for advance distribution to reveal the counterpart positions of the two parties. Legal representation will reflect the circumstances of current and proposed copyright conditions. A final report and recommendations will be submitted to the Office of Education for such further distribution as the Office may prescribe. (Author)

EP 012 296 24

Bibliografía De Aztlan. An Annotated Chicano Bibliography.

Investigator—Barrios, Ernest R. And Others

San Diego State Coll., Calif.

Bureau No—BR-0-8092

Grant—OEG-0-70-5003

Descriptors—*Annotated Bibliographies, *Bibliographies, *Consultants, Data Analysis, *Data Collection, *Mexican Americans

Start Date 29 Jun 70

End Date 29 Sep 70

An annotated bibliography of available materials on the Chicano (Mexican-American) in the Southwest will be developed. Two students will develop the bibliography during the summer of 1970. The following procedures will be followed: (1) research of literature which discusses and is relevant to Chicanos, (2) preparation of a list of possible consultants competent in their academic and community fields and knowledgeable about the available written materials dealing with the Chicano, (3) review of materials and development of bibliographical and annotational entries, (4) communication with and analysis by contemporary authors of Chicano material, (5) travel to confer with identified consultants, using their advice and analysis of materials as part of the annotational entries, and (6) organization of material and publication of the Chicano bibliography. (CK)

EP 012 297 24

Early and Continuous Stimulation of Children 3-9 Years of Age.

Investigator—Powell, Lacy D. And Others

Clayton County Board of Education, Jonesboro, Ga.

Bureau No—BR-0-0684

Grant—OEG-4-70-0045

Descriptors—*Academic Achievement, *Behavior Change, *Curriculum Design, *Early Childhood Education, *Elementary School Students, *Instructional Materials, *Measurement Instruments, *Preschool Children, *Program Evaluation, Tests

Start Date 1 Jun 70

End Date 31 May 71

The long-term impact of continuous educational stimulation on achievement of children entering early education programs at age 3 and continuing until age 9 will be assessed. In addition, the effects of these educational experiences on the behavior of these children will be evaluated. Four- and five-year-old children will attend school for 2 1/2 hours, four days each week. They will be taught by teams of teacher and teacher aides. The program of instruction will include structured curriculum materials in all academic areas, but will emphasize areas of language arts, mathematics, and physical education. The Metropolitan Readiness Test, Stanford Achievement Test, Comprehensive Test of Basic Skills, and the Wray Behavior Scale will be used to collect data for evaluation. (Author/CK)

EP 012 298 24

Three Short Term Training Institutes on Implementing Innovation Through External Change Agents.

Investigator—Forsythe, Ralph

Denver Univ., Colo.

Bureau No—BR-0-0696

Grant—OEG-0-70-4942

Descriptors—*Change Agents, *Educational Innovation, *Human Relations, *Institutes (Training Programs), *Professional Training

Start Date 25 Jun 70

End Date 25 Jun 71

A training institute will be held at the University of Denver to provide the participants with the following: (1) an increase in their abilities to develop viable relationships with their clients through the development of a well-delineated role of the change agent, (2) ability to diagnose client problems through the application of the diagnostic inventory technique; (3) an understanding of the seven major purposes for resource retrieval, kinds and locations of information, techniques of information retrieval, and methods of insuring the usefulness of the resource information retrieval; (4) a working knowledge of the four-step sequential process for choosing solutions; (5) understanding of how change agents can install innovations in the client system; and (6) skills in insuring the continuance of innovation, instigating client self-renewal capacities, and terminating the relationship with the client. Participants will be full-time personnel at State Departments of Education in either Colorado, Utah, Washington, or Wyoming. (DB)

EP 012 299 24

The Generation of Information To Support Long-Term Manpower Studies of and Planning for Training Programs in Educational R,D,D&E.

Investigator—Schalock, H. Del And Others

Oregon State System of Higher Education, Monmouth.

Bureau No—BR-0-0701

Grant—OEG-0-70-4977

Descriptors—*Conceptual Schemes, *Data Collection, *Educational Research, Evaluation Techniques, Information Dissemination, *Information Services, *Research Projects, Skill Analysis, Staff Utilization

Start Date 8 May 70

End Date 8 Aug 71

The Division of Higher Education Research, National Center for Educational Research and Development (NCERD), U.S. Office of Education will be provided with: (1) one or more conceptual frameworks which define, differentiate, and relate the process of educational research, development, diffusion, and evaluation, (2) a description of the competencies needed by staff to carry out the operations involved in a selected sample of R,D, D & E programs, classes of indicators acceptable as evidence of such competencies, and the knowledge, skills, and sensitivities prerequisite to their demonstration, (3) information on staffing patterns currently in use in this selected sample of programs, (4) recommendations as to ideal staffing patterns for the programs studied, (5) recommendations as to priorities for competency development within existing and projected staffing patterns, and (6) a compendium of currently available papers, both within and without education, that describe the processes involved in educational R,D, D&E activities and the conceptual frameworks that have been used to differentiate and/or relate them. The project is divided into two phases. Phase I will involve data collection that relates to the various conceptual frameworks described above. Phase II will be an intensive study of programs that are engaged in various classes of R,D, D & E activities. (CK)

EP 012 300 24

A Study of Retention of Verbal Material.

Investigator—Thompson, Charles P.

Kansas State Univ., Manhattan.

Bureau No—BR-0-0702

Grant—OEG-6-70-0026

Descriptors—*Classification, *Learning Processes, *Recall (Psychological), *Retention, *Verbal Learning

Start Date 15 Jun 70

End Date 14 Jun 72

This proposal requests funds to investigate some facets of the organizational processes in the retention of verbal material. Initial experiments will be aimed at: (1) delineating the manner in which category exemplars effect the perception

of the category or its characteristics, (2) determining the relationship between perceived category characteristics (e.g., size, abstractness) and the subjects' recall performance (e.g., strategy for recall, amount recalled), and (3) evaluating the nature of the interference produced by organization under certain procedures (e.g., using the same category on successive lists). The data collected from these experiments will be used to gain insight into the strategies subjects use in organizing material for subsequent retrieval from memory and into the role of interference in the retrieval process. (Author)

EP 012 301 24
Research in Educational and Psychological Measurement.

Investigator—Kaiser, Henry F.
California Univ., Berkeley.
Bureau No.—BR-0-0703
Grant—OEG-9-70-0046

Descriptors—Algebra, *Educational Research, *Factor Analysis, *Psychological Studies, *Scoring, Tests, *Theories
Start Date 1 Jun 70 End Date 31 May 72

The proposed investigation is concerned with topics in educational and psychological measurement, particularly with theoretical developments in factor analysis, practical methods for scoring tests optimally, procedures for grading students in schools and universities, and methods for solving the algebraic eigenproblem. (Author)

EP 012 302 52
A Systems Analysis of Southwestern Spanish Speaking Users and Nonusers of Library and Information Services Developing Criteria To Design an Optimal Library Model Concept.

Investigator—Reyes, Joseph A. And Others
National Education Resources Inst., Inc., Washington, D.C.
Bureau No.—BR-0-0662
Grant—OEG-0-70-1933

Descriptors—*Evaluation Criteria, *Information Services, *Libraries, Models, *Pilot Projects, *Spanish Speaking
Start Date 15 May 70 End Date 30 Jan 72

This study will accomplish four tasks: (1) an on-site survey of existing and proposed library and information service programs for the Spanish speaking and an investigation of the related needs, requirements, and attitudes of the people they serve, (2) development of criteria for evaluating existing and future networks of library and information systems, (3) feasible recommendations for the development of pilot operational library models that specifically encompass the unique requirements of Spanish-speaking communities, and (4) the projection of future requirements for financial, planning, and manpower resources unique to the Southwestern United States. Information sources to be investigated include public libraries, secondary school libraries, and academic and institutional libraries. (CK)

EP 012 303 24
A Proposed Study of Production Functions in Education.

Investigator—Becker, Gary And Others
National Bureau of Economic Research, Inc., New York, N.Y.
Bureau No.—BR-0-0704
Grant—OEG-2-70-0038

Descriptors—*Academic Achievement, Data Collection, *Economics, *Educational Facilities, *Income, Individual Differences, *Productivity
Start Date 8 Jun 70 End Date 7 May 71

Four studies will be conducted dealing with the relationship between level of schooling and a person's income and productivity. Race and sex differences will be taken into account. One study will deal with production functions as traditionally used by economists, exploring the relation between manufacturing output and a collection of inputs which includes, among others, outlays for research and development and the educational characteristics of the labor force in the industry. A second study poses the question: Granted that educational investment yields a return to the person being educated, what are the specific sources of increased productivity that make a person with more education worth more to business firms? A third set of studies is concerned with the relation between inputs and outputs within the system of formal schooling itself, that is, how are various educational inputs such as teachers, classroom facilities, etc. related to

the set of achievements which measure the output of the educational system? The fourth study will focus on the relation between schooling investment, "ability," and the distribution of earnings. Data will be collected from appropriate sources to make these studies and to arrive at answers to the questions posed. (CK)

EP 012 304 24
Promoting Adolescent Career Information-Seeking and Information-Processing Behaviors with Group Social Models and Structured Group Counseling.

Investigator—Bergland, Bruce W.
Northwestern Univ., Evanston, Ill.
Bureau No.—BR-0-E-114
Grant—OEG-5-70-0038

Descriptors—*Adolescents, *Career Choice, *Group Counseling, *High School Students, Models, *Stimulus Behavior
Start Date 30 Jun 70 End Date 31 Jul 71

A series of structured group stimulus materials and group social models for promoting career information-seeking and information processing behaviors by high school students will be developed and evaluated. Perceptual characteristics of subjects will be assessed to determine how these factors influence modeling and structured stimulus materials. All 11th grade, male students from a large high school will be invited to participate. Criteria will include the frequency and variety of career information-seeking behavior, and knowledge of specific ways to obtain information in simulated career decision situations. Subjects will be randomly assigned to treatment and control groups. Three experimental treatments will be administered: (1) structured group stimulus materials, (2) group social modeling, and (3) a third treatment which combines group social modeling with participation of subjects. In addition, three control procedures will be employed. Planned stimulus materials will be prepared and used in four group counseling sessions, with six subjects per counseling group. Four video presented group social models will be developed and used in four sessions paralleling the content of the structured stimulus materials. The sequence and content of these two treatments will be followed in the modeling-participation treatment. Statistical analysis will be applied to the data. (Author/DB)

EP 012 305 24
Effects of Type of Preschool Experience and Socioeconomic Class on Academic Achievement Motivation.

Investigator—Stephens, Mark W.
Purdue Research Foundation, Lafayette, Ind.
Bureau No.—BR-0-E-117
Grant—OEG-5-70-0039

Descriptors—Academic Achievement, Caucasians, *Interviews, Learning Activities, *Measurement Instruments, Negroes, *Nursery Schools, *Preschool Children, *Socioeconomic Status, Student Motivation, Task Performance
Start Date 29 Jun 70 End Date 31 Jul 71

Measures of socioeconomic variables and types of preschool experience (Headstart, "traditional," and Montessori nursery schools) will be developed. The effects of these socioeconomic variables and different preschool experiences on the young child's "locus of control" expectancies will then be investigated. The research to be undertaken should determine whether socioeconomic variables are reflected in a child's educational achievement by the age of four and whether present compensatory preschool programs may in fact reinforce rather than reverse any motivational handicaps existing. If such programs are found to reinforce poor motivation, then this project will begin exploration of how preschool experiences may be programmed optimally to reverse the problem. Two or more interview-type measures of the variable will be developed and validated against one another and against a probability learning task to be devised as a criterion. Measures will then be given prior to and following 4-6 months of experience in the three kinds of preschool; they will be administered to children of different socioeconomic groups (lower- and middle-class white and black children). (Author/CK)

EP 012 306 24
Academic Ability, Nonacademic Accomplishments, and Ideational Productivity in High-Risk and Regularly Admitted College Students.

Investigator—Menges, Robert J.

Illinois Univ., Urbana.
Bureau No.—BR-0-E-121
Grant—OEG-5-70-0040

Descriptors—*Academic Ability, Admission Criteria, *College Freshmen, *Disadvantaged Youth, *Productive Thinking, *Psychological Studies
Start Date 30 Jun 70 End Date 31 Oct 71

This study will seek to clarify, in two groups of college students, the relationships among academic achievement, nonacademic accomplishments, and ideational productivity. The student groups will be: (a) freshmen regularly admitted to a highly selective state university, and (b) freshmen admitted to a special program for high-risk, disadvantaged students at the same university. Scores on a questionnaire designed to measure productive thinking and to identify nonacademic accomplishments, together with the students' high school percentile rank, ACT score, and freshman grade point average will be analyzed to determine the interrelationships. Semistructured interviews will be conducted with selected students during May. Three techniques will be used to assess the relationships: (1) extreme groups, such as high and low thirds on ACT, will be compared with another variable, such as ideational productivity; (2) a correlation matrix will be prepared; (3) selected variables will be examined using regression analysis. Interview data will be examined through the use of content analysis. Results will provide important data for regular and high-risk college students, and may suggest hypotheses regarding modifications of existing student selection procedures, especially for students from disadvantaged backgrounds. (DB)

EP 012 307 24
Faculty Trusteeship in Higher Education.

Investigator—Perlman, Daniel
Roosevelt Univ., Chicago, Ill.
Bureau No.—BR-0-E-133
Grant—OEG-5-70-0043

Descriptors—*College Faculty, *Governing Boards, Higher Education, *Teacher Participation, *Trustees, *University Administration
Start Date 30 Jun 70 End Date 31 Aug 71

The consequences and outcomes of elected faculty representation on the governing board of an institution of higher education will be analyzed. The research will be conducted by a historical analysis of a prototypical institution having had extensive and continuous experience with elected faculty representation on its governing board. The considerations that lead to the establishment of this mode of government will be determined, and expectations will be compared with actual outcomes. Particular inquiry will be made as to how this governing structure operated during periods of crisis. Available data will be augmented by interviews with key participants. The study will produce data regarding the role and functioning of faculty trustees, particularly their role during crisis episodes. Generalizations from these data will interest the many colleges and universities considering the adoption of elected faculty representation on their governing boards. They will also contribute to the theory of governance of higher education. (Author/DB)

EP 012 308 24
A Study of Appalachian Speech in a Northern Urban Setting.

Investigator—Davis, Lawrence M.
Illinois Inst. of Tech., Chicago.
Bureau No.—BR-0-E-142
Grant—OEG-5-70-0046

Descriptors—*Linguistics, *Phonology, *Pronunciation, *Regional Dialects, *Speech Habits
Identifiers—Appalachia
Start Date 30 Jun 70 End Date 30 Jun 71

Curriculum planners will be provided with an analysis of the speech of newly arrived Appalachian in-migrants to Chicago. There is, at present, no linguistic analysis on which to base materials for use in the schools into which these children are coming. In the proposed study, tape record interviews with 25 high school students from Appalachia will be made. The students are now living in Chicago's "Uptown" area. The questionnaire to be employed provides detailed information on pronunciation of both specific words and longer utterances, a reading passage, and free conversation. The recordings will be transcribed in phonetics and then analyzed so as to provide information concerning the students' pronunciation and grammar. The final report of the study will include: (1) a phonological analysis

of Appalachian speech; (2) a description of the ways in which Appalachian grammar differs from standard English; and (3) specific recommendations regarding the preparation of teaching materials for use in schools with large Appalachian populations. (Author/DB)

EP 012 309 24

Nonstandard American English of Socially Disadvantaged Negro Children.

Investigator—Marwit, Smauel J. And Others
Missouri Univ., St. Louis.

Bureau No.—BR-O-F-049

Grant—OEG-6-70-0041

Descriptors—*American English, Elementary School Students, *Language Usage, *Negro Dialects, *Negro Youth, *Nonstandard Dialects
Start Date 1 Jul 70 End Date 31 Oct 71

The existence of four features of Negro nonstandard American English will be studied. The four distinguishing features are: (1) the zero copula, (2) disagreement between subject and verb, (3) the use of "be" to represent time extension, and (4) the zero possessive. In the study, 80 Negro and 80 white second graders, half from middle-class and half from lower-class backgrounds, will be asked to add ending to nonsense syllables that are grammatically designed to represent the four distinguishing features. Half of each group will receive instructions and sentence stems in standard American English; half will receive them in nonstandard American English. It is hypothesized that, regardless of mode of presentation, more nonstandard American English will be displayed by Negro children, and particularly by Negro children of low socioeconomic status. If this proves to be the case, then Negro children of the lower class are entering school with the disadvantage of speaking a "quasi-foreign" language, which is neither fully recognized nor openly accepted. In such an event, public education will have to make curriculum changes to account for the unique language of the lower-class Negro child. (Author/DB)

EP 012 310 24

A Study of the Effectiveness of Three Modes of Learning Selected Musical Concepts by Young Children.

Investigator—Taebe, Donald K.
Concordia Teachers Coll., Seward, Nebr.

Bureau No.—BR-O-F-072

Grant—OEG-6-70-0038

Descriptors—Age Differences, Cognitive Processes, *Concept Formation, *Control Groups, *Early Childhood Education, *Experimental Groups, *Music Education, Psychomotor Skills, Response Mode, Task Performance, Verbal Learning

Start Date 1 Jul 70 End Date 31 Dec 71

Three modes of learning musical concepts by young children will be investigated. The concepts being assessed are soft and loud volume, slow and fast tempo, high and low pitch, and long and short duration. The modes of learning are motoric, verbal, and a combination of motoric and verbal. The children being studied are 4, 5, and 6 years old. Cognitive-development psychologists such as Bruner and Piaget have stressed the importance of sensory-motor behavior in the development of intellectual structures. The project investigator will attempt to discover whether there is any significant difference between children of different ages in their level of conceptual behavior and whether various modes of learning enhance conceptual attainment. Individuals in control and experimental groups will be given a battery of sorting tasks in which they must identify one negative exemplar of a concept by excluding it from a group of three positive ones. Children in the control group will respond by pointing to the negative exemplar; those in the experimental groups will be stimulated to respond motorically, verbally, or both, depending on which of the three experimental groups they are placed in. A child will work on one of twelve task sequences until he reaches the criterion. His score will be based on the number of trials to locate the negative exemplar in each task plus the number of tasks he performs until he reaches the criterion. (Author)

EP 012 311 24

Relationships of Social Characteristics, Attitudes and Political Behavior of Inner City Community College Students.

Investigator—Holtzman, S. Jo And Others

Saint Louis Junior Coll. District, Mo.

Bureau No.—BR-O-F-083

Grant—OEG-6-70-0040

Descriptors—*College Students, *Community Colleges, *Negro Students, *Racial Integration, *Student Needs

Start Date 1 Jul 70 End Date 30 Jun 71

Forest Park Community College students will be surveyed to investigate relationships among social characteristics, attitudes, and behavior in order to better understand the diversity of needs, interests, and behavior of black students in relation to their varied social backgrounds, life experiences, and attitudes. The general hypothesis under investigation for this study is that those students who believe that they have the least chance of success under the present socio-political-educational system will be the most predisposed to negate existing institutions. (DB)

EP 012 312 24

Investigation into the Effects of Allocation of Instructional Time on Pupil Achievement and Retention.

Investigator—Albers, Dalls F. And Others
Cape Girardeau School District 63, Mo.

Bureau No.—BR-O-F-089

Grant—OEG-6-70-0037

Descriptors—*Academic Achievement, *Educational Experiments, *High School Students, *Scheduling, *Time Blocks

Start Date 15 Aug 70 End Date 14 Feb 72

Utilizing 100 students who are enrolled in high school biology I and geometry during the 1970-71 school year, research will be conducted to: (1) determine whether students scheduled in a 2-hour block-of-time for 90 days will differ significantly in measurable achievement from similar student scheduled in the same subjects 1 hour per day for 180 days; (2) determine the extent to which learner retention of subject matter is affected by conversion to 2-hour block-of-time classes; (3) gain insight into student preferences between classes scheduled in 2-hour blocks-of-time for 90 days, and classes scheduled 1 hour per day for 180 days; and (4) determine what adjustments must be made by teachers to successfully adapt the courses under study to the 2-hour 90-day class schedule. The students will be assigned to four experimental class groups, taking biology in one semester and geometry the other semester. Experimental and control groups will be assigned so that they will not differ significantly in factors of age, grade, or measured academic ability. Pre- and post-test evaluation will be made of student achievement gains, and follow-up testing will be performed after eight months. Student response to the classes scheduled for 2-hour blocks-of-time will be obtained. Teachers will record the adjustments necessary to convert to a 2-hour block. (Author/DB)

EP 012 313 24

Arkansas Educational Research Stimulation Project.

Investigator—Chamberlin, Gary D.
Arkansas State Commission on Coordination of Higher Educational Finance, Little Rock.

Bureau No.—BR-O-G-098

Grant—OEG-7-70-0179

Descriptors—*College Faculty, *Educational Research, *Higher Education, *Research Needs, *Seminars

Start Date 1 Jul 70 End Date 30 Jun 71

The general purpose of this project is to stimulate the incidence of educational research in the institutions of higher education in Arkansas and to foster a high-quality product. The funds approved for this project will be used to support a research seminar for institutional representatives designed to promote educational research activity, similar seminars on a smaller scale at individual institutions, and to make small pilot grants to individual faculty members for the purpose of conducting research projects. In addition, funds will be used to support a research dissemination seminar toward the end of the project and to develop a publication of all research projects and progress reports. (Author/DB)

EP 012 314 24

A Longitudinal Study of Comparative Language and Non-Language IQ Constancy.

Investigator—Hopkins, Kenneth D.
Colorado Univ., Boulder.

Bureau No.—BR-O-H-024

Grant—OEG-8-70-0007

Descriptors—*Decision Making, Elementary School Students, Individual Differences, *Intelligence Quotient, *Intelligence Tests, Language Tests, Nonverbal Tests, Secondary School Students, *Test Reliability

Start Date 15 Jun 70 End Date 31 Aug 71

Vocational and educational decisions are often based in part on the results of group intelligence tests. If IQ scores from group tests are not stable, the decisions based on these scores will be in error. The primary objective of this study is to determine the developmental sequence and pattern of stability and change in performance on group language and non-language intelligence tests. Differences in IQ constancy between sexes will also be explored. All students in a moderately large school district will be followed from grades one through eleven. Current graduates of the school district involved have taken group language and non-language intelligence tests during grades one, two, four, seven, nine and eleven. The degree of IQ change between each pair of testings will be assessed on language, non-language, and total IQ scales and for both sexes. (Author)

EP 012 315 24

Personal Causation and Children's Concepts of Persons.

Investigator—Secord, Paul F. Peevers, Barbara Nevada Univ., Reno.

Bureau No.—BR-O-I-028

Grant—OEG-9-70-0053

Descriptors—*Child Development, *Concept Formation, *Content Analysis, *Interpersonal Relationship, *Psychological Studies

Start Date 20 Jun 70 End Date 20 Jun 71

The relation between three primary dimensions of person concepts and personal causation will be studied. Three major dimensions of person concepts are descriptiveness, personal involvement, and consistency of evaluation. Descriptiveness refers to the degree to which an item yields information about the individual; personal involvement refers to the way in which the observer brings himself into the description of the other person; and consistency of evaluation refers to the consistent application of positive and negative descriptive terms to a single person. Personal causation refers to the ascription of an action to oneself, to another person, or to the environment. A free-description, content-analysis method has been developed for studying the person concepts of children of different ages. The Children's Picture Test of Internal-External Control will be used to assess personal causation. These data will be analyzed to assess the validity of the conceptual relations developed. Clarification of these important person concepts will provide many insights into the behavior and performance of children in school settings. (Author/DB)

EP 012 316 24

Teacher's and Observers' Perception Causality for a Child's Performance.

Investigator—Beckman, Linda Camarillo State Hospital, Calif.

Bureau No.—BR-O-I-031

Grant—OEG-9-70-0065

Descriptors—*Academic Performance, *Elementary School Students, *Observation, *Teacher Attitudes, *Teacher Characteristics

Start Date 22 Jun 70 End Date 22 Feb 71

This study investigates how teachers' beliefs and attributions regarding a child are influenced by the child's performance pattern. This influence of the child's performance pattern upon the teachers' beliefs and attributions is important for the educational process because these factors have been demonstrated to influence the child's learning and achievement. The effects of three types of performance of the child (stable, increasing, and decreasing) upon the attributions of subjects with two levels of involvement in the teaching process (participants and observers) will be investigated. It is predicted that participants (who teach an elementary school child for four experimental trials) will have certain ego-protective and ego-enhancing biases that will be absent among observers (who only observe the teaching situation). Participants, it is thought, will take credit for the child's success and blame the child for failure, while observers will not differentially attribute causality in the different performance conditions. (Author)

EP 012 317

24

The Observation of Parents as Teachers of Preschool Children as a Function of Social Class Ethnicity and Cultural Distance between Parent and Child.

Investigator—Steward, Margaret S.

California Univ., Davis.

Bureau No—BR-01-041

Grant—OEG-9-70-0054

Descriptors—*Behavioral Science Research, *Cultural Differences, Learning Processes, *Parent Child Relationship, *Preschool Children, *Teaching Techniques, *Video Tape Recordings

Start Date 20 Jun 70 End Date 20 Jun 71

Using a direct observational method, the teaching of preschool age children by their parents will be studied. Twenty-four mothers will teach three kinds of learning tasks to each of three children: their own, a child of similar background, and a child from a different class and ethnic group. The interactions will be recorded on videotape and coded for general relationship and teaching strategy properties. This type of research is important to the development of programs of early education that are needed to overcome learning deficits already observed in first-grade children. Using the replay capability of videotape records, nonverbal and verbal behavior can be coded in several ways. (Author/DB)

EP 012 318

24

A Pre-School Articulation and Language Screening for the Early Identification of Speech Problems.

Investigator—Wright, Revilla And Others

Children's Hospital Medical Center of Northern California, Oakland.

Bureau No—BR-01-048

Grant—OEG-9-70-0016

Descriptors—*Diagnostic Tests, *Language Ability, *Preschool Evaluation, *Screening Tests, *Speech Handicaps

Start Date 19 Dec 69 End Date 11 Mar 71

A screening test for preschoolers, which assesses language, vocabulary, and articulation, identifies children with communication disorders, attempts to eliminate cultural bias, and is brief and easy to administer, will be the basis of this project. Specific activities that will be performed are: (1) Standardization of the screening test. To assess its validity in detecting speech problems, results of screening will be compared to results of extensive diagnostic testing for 150 children between 2.6 and 5.6 years. (2) Definition of methods for clearly communicating results to teachers and health personnel. Optimum use of findings will be discussed individually and collectively with teachers and program administrators. (3) Preparing a manual for administration, interpretation, and follow-up of the screening test. (Author/DB)

EP 012 319

24

Comparison of the Thinking Abilities of 5-Year-Old White and Negro Children in Relation to Certain Environmental Factors.

Investigator—Ball, Rachel S.

Arizona State Univ., Tempe.

Bureau No—BR-01-052

Grant—OEG-9-70-0067

Descriptors—*Caucasians, Cognitive Development, *Environmental Influences, Family Environment, *Negro Youth, Parent Role, *Thought Processes

Start Date 20 Jun 70 End Date 20 Jun 71

A developmental comparison and evaluation will be made of various aspects of thinking abilities of White and Negro five-year-old children on a series of test items that include cognition and convergent and divergent production abilities, and to relate these findings with the educational level of the parents, with a number of aspects of home environment, and also with the amount of time spent in nursery school, play school, kindergarten, or a Head Start program. The tests have been evolved experimentally. It is planned to test individually a total of 300 white and 202 Negro five-year-old children. The mothers of each child will be interviewed by a questionnaire covering parents' occupation and education, the amount of time the child spends with his parents, and other aspects of home environment and child training. The results will be studied by various evaluative processes, including factor analysis. (Author/DB)

EP 012 320

24

Responsive Assessment of Socio-Cognitive Development.

Investigator—Henker, Barbara A. Whalen, Carol K.

California Univ., Los Angeles.

Bureau No—BR-01-054

Grant—OEG-9-70-0029

Descriptors—*Behavioral Science Research, *Child Development, *Cognitive Development, Preschool Children, *Sensory Integration, *Social Development

Start Date 15 Jun 70 End Date 14 Jun 71

The major goal of this research project is the study of social cue utilization strategies and expressive response dispositions in young children with limited verbal skills. Normal and atypical youngsters between the ages of three to five years will be exposed to a flexible match-to-sample task in which stimulus dimensions and training procedures are systematically varied. In this partially automated assessment situation, stimulus displays will be aimed at delineating a child's socio-cognitive response styles and his modes of integrating sensory channels. In addition to task performance and acquisition patterns, measures of attentional, affective, and motoric behaviors will be obtained. The analytic focus will be on individual children rather than group comparisons. The study will generate information about the clustering of abilities and deficiencies in both normal and atypical children. Such information will aid in curriculum planning and the design and evaluation of remedial programs. In addition, the proposed techniques and apparatus will be developed into a behavioral console and evaluated for use by specialists in child development. (Author)

EP 012 321

24

The American Elementary School versus the Values and Needs of Mexican-American Boys.

Investigator—Hepner, Ethel M.

Lynwood Unified School District, Calif.

Bureau No—BR-01-062

Grant—OEG-9-70-0032

Descriptors—*Educational Problems, *Elementary School Role, *Mexican Americans, *Student Needs, *Underachievers

Start Date 1 Jun 70 End Date 31 Dec 70

A pilot study will be made to relate the differential achievement of Anglo-American and Mexican-American boys to: (1) the milieu of the school, and (2) differentials in self-images or role identifications, and then to note the extent to which these factors contribute to educational conflicts and resultant lack of achievement. The study population will consist of three groups of students: underachieving Mexican-American boys, achieving Anglo-American boys, and achieving Mexican-American boys. The boys will be from grades 4, 5, and 6 in three elementary schools, who will be matched in age, intellectual level, and SES. They will be compared on measures of self and ideal self-concepts, values about school, parental and peer relations, and on reading ability and progress. The educational backgrounds of the parents and the parents' and students' educational values will be analyzed. From the study results, it should be possible to more clearly define the view of the world that Mexican-American pupils have and the way in which they view themselves in this world. (DB)

EP 012 322

24

The Effects on Instruction and Learning of Providing Feedback Cues to Both Instructor and Students by Means of an Electronic Response System.

Investigator—Wayne, Ellis R. Schaefer, Shirley

California Univ., Irvine.

Bureau No—BR-01-084

Grant—OEG-9-70-0055

Descriptors—*Electronic Equipment, *Feedback, *Information Seeking, *Instructional Technology, *Student Teacher Relationship

Start Date 29 Jun 70 End Date 29 Jun 71

This study is designed to increase the number and kinds of information feedback cues for both instructor and students in the lecture demonstration type of course presentation, and to observe the effect on instructor and student performance. An electronic response system (ERS) that allows up to 100 individuals to respond simultaneously will be used for this purpose. Multiple-choice items followed by immediate confirmation of cor-

rect responses will be interspersed throughout half of the lecture-demonstration presentations in two courses. Two types of information feedback cues will be presented after individualized confirmation: (1) the correct item alternative for students, and (2) the percent of correct student responses for instructors. The underlying assumption is that student achievement in a course is partially dependent upon meeting the expectations of the instructor. Incidence of instructor-student information exchange on days when feedback cues are increased through use of the ERS will be compared with incidence of information exchange on alternate days. Student mastery of subject matter presented on days when feedback cues are increased through use of the ERS will be compared with mastery of subject matter presented on alternate days of the course. Subject matter mastery will be analyzed separately for meaningful and rote learning. (Author/DB)

EP 012 323

24

Linguistic Comprehension of Children from Different Ethnic Groups.

Investigator—Bean, Joan R. Sawrey, James M.

San Jose State Coll. Foundation, Calif.

Bureau No—BR-01-088

Grant—OEG-9-70-0066

Descriptors—American Indians, Anglo Americans, *Elementary School Students, Interaction Process Analysis, *Language Ability, *Language Development, Language Research, Mexican Americans, Mothers, Negroes, *Preschool Children, *Socioeconomic Status, Stimulus Devices

Start Date 17 Jun 70 End Date 17 Jun 71

The proposed research involves a detailed examination of factors relating to the development of children's linguistic roles in order to understand the language competence of young children from different socio-cultural backgrounds. This proposal is divided into three major parts: (1) research on the acquisition of underlying structures, (2) research on the effects of ethnic/social group variables on rule acquisition, and (3) research on mother-child verbal interaction patterns. This study will probe the language ability of children from American-Indian, Anglo-American, Black-American, and Mexican-American backgrounds. The investigation is cross-sectional utilizing children in the age range 4-7 years. Elicitation of language behavior will occur with different stimuli (pictures, puppets, role playing, etc.). Stimulus materials will be adapted from past linguistic research with children from upper and middle socio-economic backgrounds. Other materials will also be used. Community school districts and day care centers in the area served will provide the physical facilities needed for the research activities. Some experiments will take place in the home; in these instances, experimenters will audio and video-tape-record language in the home setting. (Author/CK)

EP 012 324

24

A Study of the Social and Emotional Development of Fatherless Boys under the Influence of Male and Female Teachers.

Investigator—Dawson, Paul Johnson, John

Oregon State System of Higher Education, Monmouth.

Bureau No—BR-01-096

Grant—OEG-9-70-0069

Descriptors—Elementary School Students, *Emotional Development, *Fatherless Family, *Males, *Social Development, *Teacher Influence

Start Date 30 Jun 70 End Date 30 Jun 71

The proposed research represents an extension of a preliminary study of fatherless children among elementary schools in Oregon. It is hypothesized that male elementary school teachers, as compared with their female counterparts, will have a greater influence on the social and emotional development of fatherless boys, and that the extent of their influence will depend upon the nature of affectional ties between the child and his teacher. The study will be conducted among elementary schools in mid-Wilamette Valley of Oregon. Twenty-four fatherless boys are to be selected randomly from fourth-grade classrooms, twelve each from classrooms having male and female teachers. The fatherless boys will be selected from middle-class homes that have been broken by divorce, whose father has been absent for more than one year, and who have no other adult male living in the home.

Measures of the children's social and emotional development will be obtained by means of four instruments, which were specifically designed for this study. These will be administered during the last month of the current school year. Information will be obtained from teachers, parents, and children, and supplemented by classroom observation and a review of the children's school files. Results will be compared for fatherless boys under the influence of male and female teachers. (Author/DB)

EP 012 325

52

Development of a Computerized Regional Shared Cataloging System.

Investigator—Kilgour, Frederick G. And Others
Ohio Coll. Library Center, Columbus.

Bureau No—BR-9-0554

Contract—OEC-0-70-2289

Descriptors—*Cataloging, *Information Utilization, *Library Research, *Library Technical Processes, *Shared Services
Start Date 1 Jan 70 End Date 30 Jun 71

To increase educational and research resources to academic institutions, a computerized, shared-cataloging system for Ohio academic libraries will be designed and activated. The system will be a stand-alone system designed to operate with a group of any type of libraries. It will, moreover, be designed to achieve transferability so that a similar computer and related equipment, the programs, and the cataloging data could be installed in another region. The principal immediate product of this effort will be an operational shared-cataloging system for 68 Ohio institutions of higher education. This system will reduce duplicate cataloging and user costs. (DB)

EP 012 326

24

The Predictive Validity of the Scholastic Aptitude Test for Disadvantaged College Students Enrolled in a Special Education Program.

Investigator—Cherdack, Arthur N. And Others
California Univ., Los Angeles.

Bureau No—BR-9-1-113

Grant—OEG-9-70-0014

Descriptors—*Academic Achievement, *Aptitude Tests, *College Students, *Disadvantaged Youth, *Predictive Validity, Special Education
Start Date 12 Dec 69 End Date 30 Sep 70

This study has as its purpose the evaluation of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board as a predictor of success for disadvantaged college students enrolled in the Educational Opportunities Program (EOP) on two campuses of the University of California. Three predictors—SAT verbal score, SAT mathematics score, and high school average—will be used to predict freshman grade point average over three quarters of university attendance. The objectives of the study are: (1) to determine the degree to which SAT scores are useful in predicting academic success for disadvantaged students enrolled in a special education program; (2) to determine the degree to which SAT scores are useful in predicting academic success for different groups of disadvantaged students enrolled in a special education program; and (3) to determine to what degree SAT scores are useful in predicting academic success for regular students, as compared with disadvantaged students enrolled in a special educational program. The investigation will be conducted in four phases: (1) identification, selection, and retrieval of student populations; (2) compilation and recording of all data; (3) keypunching and programming for analyses; and (4) interpretation and statistical analyses of data. (Author/DB)

EP 012 327

24

Effects of Reinforcement on 5th-Graders' Learning of Word Meanings.

Investigator—Clifford, Margaret M. And Others
Iowa Univ., Iowa City.

Bureau No—BR-0-0430

Grant—OEG-6-70-0043

Descriptors—Educational Games, *Educational Research, *Elementary School Students, *Learning Motivation, *Motivation Techniques, *Word Recognition
Start Date 30 Jun 70 End Date 30 Jun 71

This three-year classroom motivation research project proposes cooperative experimentation between classroom teachers and a research team for the primary purpose of examining the efficiency of motivational techniques utilized in the

elementary school. It will enable teachers and researchers to discuss jointly and explore the theoretical and practical implications of classroom motivation. The use of competitive techniques as motivational factors will be examined for their differential effects on three major variables: performance, interest, and retention. All major studies will be conducted as field experiments under typical classroom conditions. During the first year, three basic studies will be conducted to examine: (1) the motivational effects of homogeneous competition on a 10-day learning task; (2) the motivational effects of high and low standards on a 10-day learning task; (3) the difference between the motivational effects of homogeneous competition on low and on high SES. During the second year, a minimum of three studies will be conducted to examine the motivational effects of competitive games on subjects from low SES target areas. The third year will be used for further game designing and large-scale implementation in both target and nontarget schools. (Author/DB)

EP 012 328

24

Implementation of a Competency-Based Teacher Education Program at Jackson State College.

Investigator—Napier, Toy Lee And Others
Mississippi State Coll., Jackson.

Bureau No—BR-0-8064

Grant—OEG-0-70-4540

Descriptors—*Behavioral Objectives, *Curriculum Design, *Educational Improvement, *Instructional Design, *Teacher Education
Start Date 1 Jun 70 End Date 30 Jun 71

The overall goal of the project is to change a traditional teacher-preparation program into one that employs instructional modules rather than courses, measures competency by behavior rather than by course description, and recognizes the contributions to the preparation of teachers that can be made by experienced teachers, community leaders, and the students. To achieve this goal, it will be necessary to accomplish the following: (1) Task forces of faculty members, teachers, community workers, and students must be formed to identify the desired competencies for the MS in Early Childhood Education; (2) The 350 specifications that constitute the minimum requirements of an early childhood competency-based model must be reviewed in relation to the 15 courses in this area at Jackson State College; (3) Specifications that include behavioral objectives, detailed statements of suggested treatment and alternative routes, instructional materials, and evaluation strategies must be identified, modified, or created; (4) Resources needed to employ the specifications must be procured or developed; specifications must be sequenced; and the efficacy of the treatments and sequence must be determined. Activities of the program will include in-service instruction of faculty members in concepts of competency-based curriculum; conversion of courses into instructional modules; field testing of specifications; and evaluation. (DB)

EP 012 329

24

Designing a Proposal for Developing Educational Support Personnel: An Applied Behavioral Science Approach to Consortium Building.

Investigator—Price, Kendall O.

Pedro Urban Associates, Inglewood, Calif.

Bureau No—BR-0-9032

Contract—OEC-0-70-4768

Descriptors—Academic Achievement, *Consortia, Educational Finance, *Educational Planning, *Educational Problems, *Interagency Coordination, Pollution, Race Relations, School Administration, *Systems Approach
Start Date 19 Jun 70 End Date 18 Dec 70

A plan for bringing together the educational resources—universities, the regional laboratory, research and development organizations, and school district officials—will be developed to solve major educational problems existing in a large county public school system. The prime contractor for this proposal is a private, nonprofit institution located within the county. Its professionals are committed to the Constitutional system as a pragmatic framework within which public school officials and community representatives can solve today's educational problems. These professionals are applied behavioral scientists with academic training in public and business administration, sociology, psychology, political science, social psychology, and economics. The proposal is organized into five main sections including a state-

ment of the problem, a systems approach to training, a plan for building an educational consortium, a budget, and supporting appendix material. Some of the problems to be solved are the following: (1) racial, (2) financial, (3) academic achievement, (4) school administration, and (5) air and water pollution, overpopulation in urban areas, and diminished recreational areas. (CK)

EP 012 330

24

Proposal for the Design of a New Pattern for Training Research, Development, Demonstration/Dissemination, and Evaluation Personnel in Education.

Investigator—Fletcher, Jerry L.

Oregon State System of Higher Education, Monmouth.

Bureau No—BR-0-9037

Contract—OEC-0-70-4762

Descriptors—*Conceptual Schemes, Consultants, *Educational Practice, Educational Problems, *Models, *Program Design, *Training Objectives
Start Date 19 Jun 70 End Date 18 Dec 70

This proposal is oriented toward the design of a new model of training to prepare individuals to solve problems directly related to improving educational practices. The actual design work will be accomplished by a core group of five people, each of whom will work half time on the project and half time on other projects in their respective institutions directly related to the design of the training program. This core group will have available as regular consultants a working council of key individuals from nine surrounding institutions and agencies. Products of the design will include: (1) a conceptual sociology of projects, translated into specific role requirements, (2) a detailed conceptual framework for clinical training in project contexts, (3) a specification of the mechanics of operation of the training model, (4) identification of members of the consortium which will implement the training program, (5) specifications of the terms of involvement and the roles of each member in the training consortium, (6) specification of the set of training programs chosen for implementation during the initial operational phase, (7) specification of the objectives for each of the training programs in terms of specific sets of terminal trainee competencies, (8) indicators which will be accepted as evidence of mastery of each of the competencies by a trainee and indicators which will constitute evidence of the effectiveness of the project as a whole, and (9) eight other products. (CK)

EP 012 331

24

Design for a Consortium for the Training of Educational Evaluators and Developers.

Investigator—Goodwin, Lawrence W.

Colorado Univ., Boulder.

Bureau No—BR-0-9034

Contract—OEC-0-70-4770

Descriptors—*Consortia, *Educational Development, *Evaluation Criteria, *Training Objectives
Start Date 19 Jun 70 End Date 18 Dec 70

During a six-month design phase, procedures and experiences that represent an exemplary training program for educational evaluators and developers will be explored and designed. Specific areas that will be covered are: (1) theoretical structure and rationale of a cooperative program for training educational evaluators and developers; (2) nature of the training to be provided and the training methods to be developed, and (3) organization and administration of the consortium. (DB)

EP 012 332

24

Design of a Functional Competence Training Program for Development, Dissemination, and Evaluation Personnel at Professional and Paraprofessional Levels in Education.

Investigator—Hood, Paul

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Bureau No—BR-0-9035

Contract—OEC-0-70-4772

Descriptors—*Consortia, *Educational Programs, *Models, *Professional Personnel, *Training
Start Date 19 Jun 70 End Date 18 Dec 70

This project will analyze requirements, evaluate alternative components and configurations, and prepare a design for a comprehensive program development model for training and upgrading

development, dissemination, and evaluation personnel in education. A consortium, consisting of an educational laboratory, two major nonprofit research and development agencies, a national nonprofit educational testing corporation, two community colleges, and a graduate school will combine their talent and experience to produce, by application of training systems analysis and training technology, the design and specifications for the development, operation, and evaluation of a flexible, adaptive training system, with complete implementation packaging, that will be specifically designed for cost-effective adoption and adaptation throughout the country. (Author/DB)

EP 012 333 24

To Design New Patterns for Training Research, Development, Demonstration/Dissemination, and Evaluation Personnel in Education.

Investigator—Randall, Robert
Southwest Educational Development Lab.,
Austin, Tex.

Bureau No—BR-0-9033

Contract—OEG-0-70-4761

Descriptors—*Consortia, Educational Improvement, *Educational Programs, Educational Research, Information Dissemination, *Inservice Education, *Interagency Coordination, *Training Objectives
Start Date 19 Jun 70 End Date 18 Dec 70

A consortium has been arranged which can accomplish the design and establishment of new patterns for training research, development, demonstration/dissemination, and evaluation personnel in education. The consortium comprises seven organizations which collectively are involved in all phases of educational research, development, and dissemination; which are sensitive to the needs for improved training; which are able to contribute to the design of new training; and which can contribute to and participate in the try-outs of the training programs during the operational phase. All the members of the consortium are located in one large city, with constituent inputs drawn from a larger area; all have worked with each other previously in various endeavors and have demonstrated that they can make efficient and economical progress on joint projects in a short period of time. (Author)

EP 012 334 24

Proposal to Design New Patterns for Training Research, Development, Demonstration/Dissemination, and Evaluation Personnel in Education.

Investigator—Heathers, Glen
Pittsburgh Univ., Pa.

Bureau No—BR-0-9043

Contract—OEG-0-70-4771

Descriptors—*Educational Improvement, Educational Research, Elementary Education, *Graduate Study, *Individualized Instruction, Inquiry Training, Job Analysis, Models, Preschool Education, Secondary Education, *Specialists, *Training Objectives
Start Date 19 Jun 70 End Date 18 Dec 70

This is a proposal to design training programs for educational research, development, diffusion, and evaluation specialists whose work will focus on improving instruction at preschool, elementary, and secondary levels. Their training will emphasize preparation to make material contributions to the development and utilization of individualized instruction. The new programs will be designed specifically to suit the requirements of positions in various agencies that are engaged in educational research, development, diffusion, and evaluation. The program will offer training at the post-doctoral, post-masters, masters, and paraprofessional levels. Each training program will consist of a combination of course work drawing upon appropriate disciplines, laboratory simulation, and internships providing job experiences similar to those the program graduate will encounter. An interdisciplinary approach will provide the trainee with a relevant background of subject matter and competencies in inquiry. The programs probably will have a common core that teaches the fundamentals of the R & D process—job and task analysis, specifying objectives operationally, designing and testing prototype models, using feedback data to revise models, etc. Preparation for particular roles will be provided by special training components. (CK)

EP 012 335 24

The Contribution of Syntactic and Para-syntactic Cues in the Comprehension of Spoken and Written Language.

Investigator—Weiner, Morton Shilkret, Robert B.

Clark Univ., Worcester, Mass.

Bureau No—BR-0-A-019

Grant—OEG-1-70-0009

Descriptors—*Language Skills, *Listening Comprehension, *Paralinguistics, *Reading Ability, *Reading Comprehension

Start Date 25 Jun 70 End Date 25 Dec 71

The proposed two studies will focus on para-syntactic components of language (e.g., hesitations, stresses, tone, and pitch variations in spoken language) as these components contribute to the possibility of "chunking." It is hypothesized that para-syntactic components facilitate comprehension by making the syntactic units more discriminable and indicating the "chunks" to be processed. It is further hypothesized that the importance of para-syntactic components for comprehension becomes greater as the complexity of the language input increases. In Study 1, a modification of the Savin and Perchonock method will be used with fifth graders of normal reading ability. Strings of words will be read to a subject; the strings will vary in terms of para-syntactic, syntax, meaning, and complexity. Study 2 will be a replication of the first study, except the subjects will be children who are hypothesized to have some special difficulties in the comprehension of language. If the relationships between the organization of language (and the use of para-syntactic components as "cues" to that organization) and the comprehension of spoken and written language are found and specified, appropriate suggestions can be made for teaching reading more effectively. (DB)

EP 012 336 24

Dimensions of Academic Competence: The Relationship of Classroom and Research Performance of College Faculty.

Investigator—Linsky, Arnold S. Straus, Murray A.

New Hampshire Univ., Durham.

Bureau No—BR-0-A-045

Grant—OEG-1-70-00045-0014

Descriptors—*Classroom Techniques, *College Faculty, Data Analysis, Data Collection, *Evaluation Techniques, *Higher Education, Performance Factors, *Research, Teacher Role
Start Date 15 Jun 70 End Date 15 Sep 71

The relationship of a professor's classroom performance to his involvement in research will be examined. The three basic possibilities concerning this relationship to be studied include: (1) Teaching and research ability are positively correlated; (2) Teaching and research abilities are oppositely related; and (3) Teaching and research abilities are independent. In addition, quality of instruction in the various academic fields at both the undergraduate and graduate levels will be investigated. A study of previous research on these matters has been made, and the results of this study are summarized. Ratings of classroom performance of teachers will be derived from a series of course critiques published by a large number of universities and colleges. Data on several facets of the nonteaching role of each university professor will be limited to the research and scholarship role. This study will encompass material amassed by approximately 15 colleges and universities, including small prestige colleges, large "big ten type" institutions, universities with strong research reputations, and less well-known institutions. The course critiques will be tested for their validity, and comparisons will be made among the results of all the institutions studied. Scales for measuring research eminence will also be prepared. Academic ranks of professors and other variables will be considered. (CK)

EP 012 337 24

Personality Development in Public School Children.

Investigator—Watt, Norman F.

Massachusetts Univ., Amherst.

Bureau No—BR-0-A-052

Grant—OEG-1-70-00052-0021

Descriptors—*Academic Ability, *Emotional Development, Mental Health, *Personality Development, *School Surveys, *Student Records

Start Date 1 Jun 70

End Date 1 Jun 71

The relations between scholastic performance and other aspects of personal development will be studied, and early signs that predict adult maladjustment will be sought. The content of public school records will be analyzed longitudinally, and will be compared with the records of children who later were maladjusted adults with those of children who later were normal. The project may increase understanding of the relations between scholastic performance and general emotional development, social class, sex differences, and a future of adult maladjustment. It will test the utility of school records for investigating general human development, and may yield concrete suggestions for improving the format and procedures of record keeping. The research may also indicate new steps that may be taken early to protect or enhance the mental health of children. (Author/DB)

EP 012 338 24

An Assessment of Survey Feedback and Problem Solving in Schools.

Investigator—Coughlan, Robert J. Goldberg, Alvin A.

Northwestern Univ., Evanston, Ill.

Bureau No—BR-0-E-105

Grant—OEG-5-70-0036

Descriptors—*Feedback, *Problem Solving, *School Organization, *Teacher Attitudes
Start Date 30 Jun 70 End Date 30 Dec 71

This study is designed to test survey feedback and problem solving as one approach to organization development in schools. It will focus on two basic questions: (1) Can the opinions and attitudes of teachers toward important aspects of their work environment be changed in a favorable direction through a planned program of problem awareness, analysis, and action? and (2) If so, will new change-supporting structures emerge in the work environment as a result of the program that enable the teachers to operate more efficiently and effectively in their jobs? The study will be conducted through the use of a four-group field experimental design. It provides a pretest-posttest experimental and control group, as well as for an experimental feedback only group and a control group lacking the pretest. Statistical analysis techniques will be applied to the data obtained. The findings of the study should have relevance for both the theory and practice of organization development. (Author/DB)

EP 012 339 24

Design New Patterns for Training Research, Development, Demonstration/Dissemination, and Evaluation Personnel in Education.

Investigator—Stufflebeam, Daniel L.

Ohio State Univ., Columbus.

Bureau No—BR-0-9039

Descriptors—*Educational Improvement, *Educational Programs, *Improvement Programs, *Models, Program Evaluation, Teaching Techniques, *Training Objectives, Vocational Education

Start Date 19 Jun 70 End Date 18 Dec 70

A six-month project to develop an operational plan for an integrated model training program in the areas of development, evaluation, diffusion, and research will be conducted. The planning project will be a joint venture of two public school districts, a regional educational research council, and three agencies of a major university. The project will be administered by the university evaluation center. Faculty from the university will contribute through its undergraduate, masters, and Ph.D. training programs in development; these programs include specializations in evaluation, diffusion, research methodology, planning, management, instructional technology, and computer assisted instruction. The university center for vocational and technical education, through its research and development projects, its ERIC program, and its training projects, will assist in the design of internship positions. The first part of this proposal is a projection of what the model training program will be. The second part describes the objectives to be served and strategy to be used during the six-month design phase. The program will focus on the professional, technical, and paraprofessional roles that must be served in projects devoted to the processes of improving education. This program will also provide for both initial preparation and retraining and for a major proportion of the training to occur in settings where program improvement efforts are on-going. (CK)

EP 012 340 24

Proposal to Design New Patterns for Training Research, Development, Demonstration/Dissemination, and Evaluation Personnel in Education

Investigator—Turner, Richard
Indiana Univ. Foundation, Bloomington.
Bureau No—BR-0-9040
Contract—OEG-0-70-4764

Descriptors—*Consortia, *Educational Development, *Professional Training, *Teacher Education, *Training

Start Date 19 Jun 70 End Date 18 Dec 70

A consortium will offer a training program in the areas of educational development, diffusion, and evaluation-research. The consortium will be made up of 16 agencies internal to or associated with Indiana University and 8 agencies external to the university. The total training system will provide training for approximately 50 trainees during any one year. In addition, the consortium will develop and produce new courses and instructional materials and techniques. The ultimate purpose of the training program is to enhance and accelerate the rate of educational innovation, change, and improvement within the American educational establishment. (DB)

EP 012 341 24

A Design Proposal for Training Educational Developers

Investigator—Evans, Dave
Upper Midwest Regional Educational Lab., Inc., Minneapolis, Minn.
Bureau No—BR-0-9041
Contract—OEG-0-70-4863

Descriptors—*Consortia, *Educational Needs, *Educational Planning, *Educational Programs, *Interagency Coordination, *Program Evaluation, *Training, *Training Objectives

Start Date 19 Jun 70 End Date 18 Dec 70

A design for training specialized personnel to serve growing needs in instructional development and evaluation will be formulated by a consortium of five organizations who have a history of preparing and studying training programs. The consortium has several unique features which qualify it as a designer and implementer of training programs to meet emerging needs in educational evaluation and development. These skills include, among others: (1) skill/knowledge identification through research on instruction, (2) extensive experience in training developers and evaluators, (3) information on manpower needs in industry, and (4) information on personnel needs for schools. The prime contractor will provide the administrative services for the consortium, i.e., it will monitor recruitment efforts and arrange training experiences for students at several sites. In the planning phase of the program, the prime contractor will retain and house personnel dedicated to the planning effort. The two subcontractors for the design phase will be responsible for preparing objectives for and designing a series of training programs to meet the needs for instructional evaluation and development identified in the prime contractor's study of personnel needs. (CK)

EP 012 342 24

Diffusion Personnel for Rural Minority Education

Investigator—Pinnock, Theodore
Tuskegee Inst., Ala.
Bureau No—BR-0-9042
Contract—OEG-0-70-4769

Descriptors—*Communication (Thought Transfer), *Educational Innovation, *Educational Problems, *Educational Research, *Information Dissemination, *Research, *Rural Education, *Teamwork, *Training Objectives

Start Date 19 Jun 70 End Date 18 Dec 70

The content of this document describes a training design for the preparation of personnel to fill a critical deficiency in the educational structure. This deficiency is defined as a lack of communication existing between the researchers and developers of new educational concepts, materials, and practices and the potential users of these new concepts, materials, and practices. This process of communication, referred to as diffusion, requires for its effective undertaking a new array of educational personnel. These personnel would be the "linkers" between the research and development specialists and the users. The training design to be used is based upon a team approach to diffusion. The team approach envisioned has a firmly based structure which clearly

defines personnel requirements, both in terms of preparation and eventual job description. Organizational leadership responsibility will be vested with a state educational agency, which will employ a team leader in the form of a state coordinator for diffusion and which will employ specialists in information science. These personnel will identify pertinent concepts, materials, and practices requiring diffusion within their state and will be the prime "linkers" who will have direct contact with research and development specialists located in universities and other institutions. These personnel will receive both theoretical and practical training. The substantive problem area of focus for this training program will be rural education. (CK)

EP 012 343 24

A Study to Determine the Feasibility of Adapting the Gallup/C. F. Kettering Model for Surveying Public Opinion of Public Schools for Surveys in Local School Districts

Investigator—Gish, Elmer H.
Virginia Univ., Charlottesville.
Bureau No—BR-0-0-048
Grant—OEG-3-70-0051

Descriptors—*Public Opinion, *Public Schools, *Statistical Analysis, *Surveys

Start Date 1 Jun 70 End Date 31 Jan 71

The feasibility of the Gallup/C. F. Kettering (CFK) model and strategy will be tested by implementation in a local survey, using comparable procedures, and results reported. A multistage sampling plan will be used to select adults to be interviewed. The Gallup/CFK survey questions will be used in the interview. Local norms will be established and compared with the Gallup/CFK national norms using the Chi-Square test of significance. Selected variables will be analyzed further, using regression analysis techniques. Interpretations of the results will reflect the findings of other studies and supplementary information obtained in the interviews, and conclusions as to feasibility made on the basis of stated criteria. (Author)

EP 012 344 24

The Effect of Video Taped Modeling Procedures on the Verbal Behaviors of Student Teachers

Investigator—Fitzgerald, Russell
West Virginia Univ., Morgantown.
Bureau No—BR-0-0-051
Grant—OEG-3-70-0044

Descriptors—Audiovisual Aids, *Behavioral Science Research, *Classroom Observation Techniques, *Concept Formation, *Models, *Preservice Education, *Student Teachers, *Student Teaching, *Verbal Communication

Identifiers—*Flanders Interaction Analysis System

Start Date 15 Jun 70 End Date 14 Feb 71

The effects of a perceptual modeling concept presented during the preservice experience on the verbal behaviors of student teachers in their student teaching experience will be examined. Specifically, the following objectives will be pursued: (1) determination of the effects of a video tape modeling concept versus a verbal only presentation of an interaction analysis system on the verbal behaviors of student teachers, and (2) identification of those behaviors most affected by a perceptual modeling concept of a modified Flanders Interaction Analysis System. The subjects will consist of two classes of 25 students each, all of whom are secondary education trainees. The first class will receive instruction through modeling of the ten categories of a modified Flanders Interaction Classification System during the preservice experience. The second class will receive instruction through discussion and other verbal means only concerning the concepts of a modified Flanders Interaction Classification System during the preservice experience. During the student teaching experience, the subjects will be observed in their respective school situations by two trained observers, using a modification of Flanders' instrument for measuring classroom verbal behavior. This behavior will be recorded in each of five observations of 15 minutes each for each of the 50 subjects. The interaction analysis data for each subject and group will be plotted, and the results will be used to arrive at group means for each category of the modified Flanders System. (CK)

EP 012 345 24

An Investigation of the Conditions That Maximize the Benefits of Vocational Training

Investigator—Dean, Robert D. Bowlby, Roger L.

Memphis State Univ., Tenn.
Bureau No—BR-0-D-049
Grant—OEG-4-70-0053

Descriptors—*Cost Effectiveness, *Data Analysis, *Labor Force, *Vocational Education, *Wages

Start Date 1 Jul 70 End Date 31 Jan 71

By using cost and benefit data collected in a prior study of the effects of training in area vocational-technical schools (AVTS), the investigators will compute and compare internal rates of return to AVTS training in combination with and without geographic mobility, further post-AVTS training, the present occupation related to previous training. In addition, a measurement will be made of the relative benefits of vocational training to grade school dropouts, high school dropouts, and high school graduates. The data to be used consist of individual records of labor force experience and personal background obtained from a questionnaire and quarterly earned income records obtained from the Social Security Administration. The study population, consisting only of high school graduates, was composed of an experimental group of 127 former AVTS students and a control group of 127 non-AVTS attenders individually matched as closely as possible to the experimental members. Included also are similar records for an additional 200 former AVTS students varying in age and educational backgrounds. The procedure for analysis will consist of various cross-comparisons of the experimental group with the control group and cross-comparisons by age and level of educational attainment among all former AVTS subjects. (Author) group means for each category of the modified Flanders System. (CK)

EP 012 346 24

Curriculum Assignment and Tracking Policies in Public High Schools

Investigator—Heys, Barbara Lee Cohen, David K.

Harvard Univ., Cambridge, Mass.
Bureau No—BR-0-A-030
Grant—OEG-1-70-0017

Descriptors—*Educational Policy, *High School Students, *Statistical Analysis, *Student Grouping, *Tracking

Start Date 22 Jun 70 End Date 22 Jun 71

The determinants and effects of tracking and curriculum assignment in public high schools will be explored. The two major issues will be: (1) the effects of placement on student achievement and aspirations over time; and (2) the effects of different tracking strategies on aggregate outcomes and an assessment of the practice. The procedures will be limited to a secondary analysis of data collected for the Equal Educational Opportunity Survey conducted in 1966 and the Project Talent longitudinal survey begun in 1960. This represents the most complete source of empirical materials on high schools yet collected. The study will be concerned with actual policies and practices. (Author/DB)

EP 012 347 24

Evaluate Best Uses of Model Cities Supplemental Grant Funds in Selected Educational Program Components

Department of Housing and Urban Development, Washington, D.C.

Bureau No—BR-0-8103
Contract—OEG-0-70-IAD

Descriptors—*Demonstration Programs, *Financial Support, *Models, *Pilot Projects, *Program Evaluation, *Research Methodology, *Urban Renewal, *Urban Renewal Agencies

Start Date 30 Jun 70 End Date 29 Jun 71

The best uses of model cities supplemental grant funds in selected program components will be analyzed. This study will be a joint effort of two major governmental agencies, who will share in the monitoring responsibilities. The study will be conducted in two phases and will concentrate on the health, education, housing, and renewal programs of these agencies as they relate to model cities efforts. In consultation with the contractor, the two agencies will identify those cities, regional offices, and programs to be covered during each phase and will provide staff support to the contractor during the course of the study. Phase I will be a pilot study of six cities, a pair of selected regional offices, and one state capital. This phase will be structured to provide interim feedback to categorical grant agencies and to develop and test a methodology of research to be

undertaken in Phase II. Several project proposals in the areas of health, education, housing, and renewal will be examined in historical detail and their eventual funding patterns analyzed. Phase II will involve no more than 25 cities to be visited, together with several regional offices of the two governmental agencies and several and several state capitals; this phase will be undertaken along similar but more extensive lines based upon experience gained from the earlier effort. (CK)

EP 012 348 24

Project Teatro Aztlan.

Investigator—Ruiz, Everto
San Fernando Valley State Coll., Northridge, Calif.

Bureau No—BR-0-8097

Grant—OEG-0-70-4990

Descriptors—College Students, *Culture Conflict, *Drama, Financial Support, *Mexican Americans, *Self Expression, *Theater Arts
Start Date 29 Jun 70 End Date 29 Jun 71

This proposal is designed to improve the effectiveness of the Teatro in order that it can continue its activities as a constructive means of dialogue and an effective instrument for Chicano college student participation. The basic aim of the Teatro is to portray the problems of the Chicanos. These problems include poor counseling and guidance services, illiteracy, identity crises, anglo attitudes toward Chicanos, and incorrect textbook materials. The Teatro needs funds in order to be able to hire staff and to periodically employ experienced personnel who can provide technical assistance for program development. In itself, the Teatro is a unique attempt to use drama as a means of expressing cultural and linguistic conflicts between Chicanos and the dominant Anglo society; in addition, it is a useful means of mass education for all audiences attending the performances and a nucleus of activity for the Mexican American students participating. (Author/CK)

EP 012 349 24

Indian Youth Research in Experimental Education.

Investigator—Nicholas, Barry Hinckley, Edward C.

Teaching and Research in Bicultural Education, Inc., Princeton, Maine.

Bureau No—BR-0-8098

Contract—OEC-0-70-4993

Descriptors—*American Indians, *Curriculum Development, *Educational Innovation, *High School Students, *Learning Processes
Start Date 15 Jun 70 End Date 15 Aug 70

Three Indian high school students and an adult Indian educator will visit schools in the New England area where educational experimentation and innovation are taking place, and where new ideas and new methods are the rule. Upon completion of the trip, one or another of the visiting team will present slides and recordings of the trip at various community locations throughout the Northeast, accompanied by verbal descriptions and evaluations of the experience. The findings of this activity will be integrated into

activities to define and prepare a curriculum for the international, independent Indian learning center, and can serve as an important and essential pilot step for similar educational environments. (DB)

EP 012 350 24

Library Entente.

Investigator—Swain; Sandra J. Francis, Deanna M.

Pleasant Point, Perry, Maine.

Bureau No—BR-0-8099

Contract—OEC-0-70-4994

Descriptors—*American Indians, *Cultural Enrichment, *Library Programs, *Reading Instruction

Start Date 29 Jun 70 End Date 1 Sep 70

A small library with a minimum of 1,000 books will be established on the Passamaquoddy Indian reservation at Pleasant Point, Perry, Maine. A member of the tribe will be trained to assume the position of librarian during the school year. In addition to providing a depository for books on the reservation, the Library Entente will conduct several special programs that will benefit the project and have a direct impact on the community. The special facets of the program that will be offered are: (1) to coordinate the purchase of books through the library that will supplement those used in the reservation school, so that the children may receive reading assignments and develop library skills; (2) to purchase a tape recorder and tapes for the purpose of recording the songs and legends of the tribe; (3) to initiate a six-week reading program, designed to aid the children between the ages of 6 and 13 in any reading problems; (4) to conduct a bimonthly seminar, specifically for the members of the governing council, on current political, social, and economic issues concerning Indian people nationally. (DB)

EP 012 351 24

Tiospaye Indian Student House.

Investigator—Her Many Horses, Michael And Others

South Dakota Univ., Vermillion.

Bureau No—BR-0-8101

Grant—OEG-0-70-4996

Descriptors—*American Indians, *College Students, *Pilot Projects
Start Date 29 Jun 70 End Date 31 May 71

Tiospaye House at the University of South Dakota will be established to assist the Indian student to gain his own identity and, in this way, to help him work within and cope with university life. (DB)

EP 012 352 24

Reading Achievement Consortium—The Right To Read: The Superintendent of Schools as Guarantor.

Investigator—Johnson, Carroll F.

Columbia Univ., New York, N.Y. Teachers College.

Bureau No—BR-0-8102

Grant—OEG-0-70-4995

Descriptors—Administrator Responsibility, *Administrator Role, *Early Childhood Education, *Educational Change, Educational Problems, Educational Programs, *Elementary School Students, Family School Relationship, Inservice Teacher Education, *Preschool Children
Start Date 29 Jun 70 End Date 17 Jul 70

This project will focus on the chief school officer's responsibility and role in effecting the changes in structure, program, approach, faculty sensitivity, and school-community cooperation which will lead to drastic improvement of educational results in the early childhood years—from preschool through age 10. The program will be conducted through an annual work conference of a major teachers college. Three days of the conference will be devoted to an intensive consideration of reading problems and the administrative measures that would lead to: (1) improved home-school collaboration in the child's earliest years, (2) major revision of program structure and approach at the preschool and primary levels, and (3) faculty reallocation and inservice training designed to effect the aforementioned changes and to increase the sensitivity of teacher to child, as an individual. Forty superintendents from small city suburban and rural school systems will participate, and each will define his particular problems, apply to them the insights gained during the conference, and develop the outline of a program for change in the preschool and primary levels of his school system. A report of the proceedings of the conference will be published. (CK)

EP 012 353 24

Jacinto Trevino Learning Center.

Investigator—Aurelio, Montemajor, Jr.

Interstate Research Associates, Inc., Washington, D.C.

Bureau No—BR-0-8096

Grant—OEG-0-70-5001

Descriptors—*Curriculum Development, *Educational Improvement, *Learning Activities, *Mexican Americans, *Relevance (Education)
Start Date 29 Jun 70 End Date 29 Oct 70

The Jacinto Trevino Learning Center is an attempt to develop an educational institution along the concept of a community college, but one relevant to the needs of the Mexican-American population in the Lower Rio Grande Valley of Texas. The center would provide a variety of educational opportunities. These opportunities would vary from graduate study in the teaching field to the preparation for a General Educational Development Certificate and the training of paraprofessionals in many fields. The major strength of the center would be that all curriculums developed would be relevant to the ethnic and cultural values of the population served. The center eventually would become a focal point for designing, testing, and improving innovative techniques and methodology in educating Mexican-American youth. The monies requested in this proposal will enable the youth group to employ a professional administrator, as well as facilitate the employment of a curriculum developer and obtain consultant services necessary to develop a curriculum relevant to the Mexican-American. (Author/DB)

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